

## EDITOR

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## ON OUR FRONT COVER

This was the first participation in the ancient offertory procession of the First Communion group in the parish. Each first communicant carried a paten with the host. At the Offertory the children moved in procession to the altar where each placed his host in the ciborium. The children attend Immaculata School, Durham, N.C., which is under the direction of the Sisters of St. Dominic of Newburgh, N.Y. The pastor, Rev. Charles J. O'Connor, is also head of the Commission on Liturgy for the Diocese of Raleigh.

# CLIPS AND COMMENTS

By  
John F. Wagner

## SEVENTH TO TWELFTH

Bishop Lawrence J. Shehan of Bridgeport, and at that time President of the NCEA, gave the keynote address for the convention in which a proposal was made which has occasioned wide attention in the Catholic press. The proposal says:

In certain localities, where, with existing plant, personnel and resources, it seems impossible to provide full Catholic education for all Catholic children, question has been raised as to the advisability of offering to every child Catholic education at a certain level. Since young children are more commonly under the control of their parents and since it is common experience that during the younger years attention and interest can be held by extracurricular instruction, and since neither of these conditions hold true during the years of adolescence, thought might well be given to a plan providing all children with Catholic education, say from the seventh to the twelfth grade. At least we would have nothing to lose and perhaps much to gain if carefully planned and observed experiments were tried in areas where the full course of Catholic education cannot be offered to all children at the present time.

Opposition to this proposal is sure to come from many sources. One such has already been voiced by Msgr. Clarence E. Elwell, superintendent of schools in Cleveland when he said that choosing junior and senior high school over grammar schools would be "too risky." It would expose the younger children to the dangers of secularism and "religious indifferentism" and greater costs would be involved in building, equipping and operating high schools. (See also *Homiletic and Pastoral Review*, February 1959, "Catholic Elementary Schools—Always.")

To be sure, Msgr. Elwell's immediate reaction is probably identical to almost everyone's immediate reaction. But it is the long view which must be taken adequately to assess this problem and arrive at a proper answer.

To begin with, this proposal faces facts. Facts that current resources, financial and material, are not sufficient to provide for all Catholic education—thus necessitating choices in some instances. Facts that religious vocations are not keeping up with the demands for teaching personnel. Facts that operating costs are rising and there is no end in sight.

It also brings up the following necessary corollaries. Parents will have to re-assume the positive role in religious education—a role many have abandoned and are reluctant to take up again. A great many Religious, trained and experienced in grammar school education and psychology, would have to realign what in some cases are lifelong attitudes and methods. Additional instruction would be necessary. And this, of course, totally ignores the costs of renovating the

schools to another type of education.

The answer as to whether this proposal is necessary for the survival of excellence in Catholic education will be years in resolution and perhaps the only way to find out what the effects will be is for the experiment to be made, as the Bishop suggests. We would suggest, however, that it be made the subject of summer school and session debates and if a resolution or consensus is arrived at, we would enjoy knowing what that opinion is and what the Catholic educator thinks about this problem.

## AFRAID OF GOD

Once you get past the urban centers of Brooklyn and enter onto Long Island, you are introduced into a variety of communities newly organized, young in average age, highly intelligent, and ripped with controversy over many issues. Perhaps the largest target for pros and cons in this area is the local public school system, founded in a relatively short time, hurt by growing pains, and subject to the intensive scrutiny of highly interested citizens.

In a recent issue, five parents of children registered in the Herricks, Long Island school district filed suit to challenge the legality of a simple, non-denominational prayer approved for daily reading, claiming it contaminated the children and violated the concept of separation of Church and State. Aid was solicited and obtained from the American Civil Liberties Union for the presentation of the suit.

In commenting on this affair, Mr. George Sokolsky entitled a column devoted to the problem "Why Are the Secularists Afraid of Prayer and God?" and went on to say:

The time has come for all good Americans who believe in the love and guidance of God and who wish their children to be brought up in the spirit of moral law to assert themselves valiantly. These little groups who seek to impose their wills upon the great majority of our people and who shriek against conformity while they demand conformity to their notions are divisive. . . . The emergence of secularism and the gross attack on all religions is an outgrowth of the confusions of the 1930's. Atheism and agnosticism always existed, but now these, too, are cults and they are fighting for supremacy.

This suit is still in litigation but a similar suit brought in an adjacent town resulted in the substitution of the fourth stanza of "America" for the prayer in the schools of an entire district.

These suits are based on the rights of the individual, the rights that no majority of citizens can dictate religious principles to a minority—no matter how small. This is all well and good. While victory in these suits does uphold this opinion, however, it must be conceded that the

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minority in these cases are stretching individual rights beyond recognition.

It has been the policy of these Long Island communities that some moral and religious influence in man's life must be acknowledged. Our country was founded on this principle and educational systems commissioned to perpetuate moral and ethical values. It must be remembered that Horace Mann ruled out religion in public schools only when he saw that they could not possibly teach them all. But he did not rule out general principles and precepts. He did not rule out God.

These parents who protest God in the public schools give evidence to a secularizing movement which bodes to sweep across the land in all fields of endeavor—a movement which substitutes license for liberty. If we are to fight this, we must realize that our public schools are as much a heritage and responsibility as our parochial schools. We must learn to encourage, by positive action, the instilling of moral and ethical values into public school curricula. We must learn to sell to the community at large that there is merit in teaching children that there is a God and join with other faiths in insuring that America's children know that fact—and respect it. Anarchy, political and religious, will result if we neglect this responsibility.

**SPORTS IN PERSPECTIVE**

Semi-professionalism in the granting of scholarships and subsidies to college athletes has brought about some criticism of the whole function of sport in the over-all college picture. Mr. Donald McDonald made some rather pointed remarks in his column "Essays of Our Day" recently when he said:

But I suppose the hypocrisy of the sport (football) is the most unhealthy aspect of it. Colleges committed to this commercialized brand of football try to keep up at all costs a facade of amateurism . . . Another hypocrisy in this semi-professional set-up is the fiction that the varsity athletes are supposed to maintain as high a scholastic level of accomplishment as the non-playing students. What actually happens, of course, is that the school has established a very elaborate tutor-system for athletes, and in addition there is frequently a great deal of pressure, seldom having to be made explicit, on the professors to "take it easy" when grading varsity players.

Perhaps one of the saddest aspects of the picture is the fact that at a time when 50 per cent of scholastically worthy seniors do not go on to college because, in many cases, they cannot afford to go to college, athletes are given the minimum, "free ride" scholarships, i.e., board, room and tuition. The justification for this is the usual commercial one, the athletes bring in a great deal of money at the ticket office each Saturday. The fact that a school so clearly puts a higher value on dollars than it does on the intellectual re-

sources of scholarly, but non-athletic seniors indicates how far the schools have strayed.

Mr. McDonald concluded by recommending that all college sports be restricted to amateur athletics.

The commercialization of sports has led a great number of colleges to deplore its consequences, financial and academic. The Ivy League has made great strides in this direction. Many of the Jesuit colleges in the East, once great football powers, have abandoned the sport. But these steps do not eliminate the problem since most colleges continue to offer scholarships to athletes in other sports, leaving themselves open to the same charges.

Sport in its proper sense is an integral part of the training of youth. The competitive spirit, the training, the team-play and the recognition of excellence are all necessities in the preparation for life. Perhaps in no better way does the student learn that to achieve success and to develop his talents, hard work, dependence upon his fellow man, and strict discipline are necessary prerequisites.

The function of sport in the college is denied by the use of scholarships. It is true that the intramural program has been developed to compensate this, but what man would argue that intramural programs take the place of varsity intercollegiate sport?

Scholarship programs put great pressure on the high schools also, since it is here that the futures of those skilled athletes are made.

The training of the student for life here and hereafter is the primary purpose of the school. Sports play a large part in this training, but its overemphasis leads to disproportionate values and a false emphasis on physical performance.

**IT SHOULD BE NOTED**

• On August 18, 19, 20 the Twelfth Biennial Convention of the National Catholic Theatre Conference will be held at Notre Dame University, Notre Dame, Indiana. NCTC members, directors and students, from all parts of the United States and Canada will meet in three days of sessions and productions.

• In a recent report of a survey conducted by Warsaw University, 725 students answered questions concerning their belief in, and practise of religion in communist Poland. Formerly considered as 90% Catholic, Poland has only recently allowed the Catholic clergy and Religious to resume religious instruction and the effects of this long period of only secularistic education has been felt and is reflected in the students' answers.

Twenty-seven per cent reported that they practised their religion "systematically." Thirty per cent said they practised irregularly while a small group of nine per cent believed, but did not practise.

Thirteen per cent of the students said they neither believed nor practised while three per cent maintained they were "decided opponents" of religion.

Asked to name the only moral authority for themselves, 347 out of 387 who answered listed their own consciences. Fourteen chose religion and fourteen chose the family. Only six said the highest guide was the rules of social ideology.

• Plans for a \$4 million Sister Formation College to be erected immediately near Seattle have been approved, according to Mother Judith, F.C.S.P., provincial superior of the Sisters of Charity of Providence.

The new school will be known as Providence Heights College and will serve as the Sister Formation College of Seattle University. Its curriculum will follow the plan of the Sister Formation and will lead to a baccalaureate degree. Mother Mary Philothea will serve as superior and juniorate mistress for the new college, putting into concrete terms the plans she helped evolve as a consultant in drawing up the Sister Formation curriculum.

• In 1956 the National Institute of Mental Health awarded Loyola University a grant to be used over a five-year period for developing mental health curriculum materials for Catholic seminarians. After almost three years the project is now prepared to notify seminary heads and administrators of its preliminary work.

The materials prepared by the Project on Religion and Mental Health are intended for eventual use in training men for the Catholic priesthood. The over-all purpose in preparing the materials is to bring the facts and accepted conclusions of the behavioral sciences to bear on the training and work of the contemporary priest. Loyola University, by reason of its faculties in the behavioral sciences, has been selected by the N.I.M.H. to prepare and collate the curricular materials. When these materials have been completed and tested they will be offered for use in Catholic seminaries throughout the country.

The Loyola Project, under the direction of Rev. Vincent V. Herr, S.J., Ph.D., and Rev. William J. Devlin, S.J., M.D., Ph.D., recently held a two-week trial of a preliminary draft of these curricular materials. The trial lectures were given by Rev. William J. Devlin. Approximately 40 seminarians volunteered to attend the two-week summer session regularly, and acted as a pilot group. This presentation was designed to test the effectiveness of the curricular materials and to guide future revisions. The results of both an objective and a subjective evaluation of the materials showed that the course was very successful and that the materials are currently being revised.



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## Reader Reaction

**Reading: Chaos and Cure—  
Another View**

EDITOR:

Much as I enjoyed the February issue of THE CATHOLIC EDUCATOR, I was somewhat surprised at the book review of *Reading: Chaos and Cure* on which I have differing views.

*Reading: Chaos and Cure* is the latest in a series of volumes that have appeared in the past decade to suggest to parents and the general public a "cure" for the alleged chaos in the teaching of reading. The authors take a pessimistic, perhaps biased, view of the reading scene, citing case after case of failure with no indication that currently some excellent teaching of reading is taking place. While the book is popular and readable, it does give evidence of research and documentation. However, many of the citations (e.g., chapter 9) are brief and out of context and do not conform to high standards of scholarly writing.

The burden of the book, apart from its criticisms of other reading methods, is to advocate a radical reliance on phonics, following the Flesch, Spalding, and Hays-Wingo methods. The Terman and Walcutt system brings to mind the old *Beacon Manual* popular at the turn of the century. The recommended program is mechanical and labored, involving the memorization of phonetic rules and sounds in isolation, as "ra, ba, ta, da, etc.," and the application of the sounds to words which have no meaning for the child. The authors have little sympathy for the contributions of Gestalt psychology or for the roles of motivation and interest in learning. It is true that with drill and pressure children can memorize nonsense phrases and sentences. But this is learning devoid of meaning. The authors are simply in error when they say that modern reading systems ignore phonics. The best contemporary reading programs bring together sound, letter configurations, and understanding; they employ phonics, but enrich the learning with meaning.

SISTER M. JOSEPHINA, C.S.J.  
Boston College, School of Education

### Spoken English

Editor:

THE CATHOLIC EDUCATOR for April reached me several hours ago. As always it is interesting and helpful.

The article by Msgr. Ryan, "Does Spoken English Matter?" brings up the yet-to-be-answered question of "what is good and correct English?" Msgr. Ryan pleads for better spoken English without telling us what better English is. Fowler

(Continued on page 698)





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## Audio-Visual News

### Film on Rembrandt Painter of Man

*Rembrandt: Painter of Man* is a delightful motion picture that is recommended for art appreciation and world history classes from the intermediate grades to college and adult level. Available in color or black and white, it is a 1 1/4 reel, 16-mm sound motion picture with running time of 18 1/2 minutes.

Merely to state that an international gallery of the works of Rembrandt are pictured in this new film and that the original paintings shown in the film trace the life of Rembrandt through his works of art would be inadequate. But for the teacher who has seen the film *Panthe Rhei*, it suffices to say that the same poetic photographer of that beautiful film, Bert Haansta, a 42-year old film artist, filmed the Rembrandt film.

Among the many paintings represented in the film are: "Anatomy Lesson of Dr. Nicholas Tulp," "Night Watch," "Syndics of the Cloth-Makers Guild," the tender portraits of Rembrandt's wife, Sasia, his son Titus, and his housekeeper, Hendrickje Stoffels, as well as an amazing succession of self-portraits which mirror 40 years of triumphs and defeats on the face of the artist himself.

Students are able to compare the paintings, observe the craftsmanship and care that went into each of them and study, at close range, those factors which have made these canvases among the most treasured of art masterpieces.

The distributor of *Rembrandt: Painter of Man* is Coronet Instructional Films, Chicago 1, Illinois. A teachers' guide accompanies the film. A-V 44



### Reader Reaction

(Continued from page 696)

& Nicholson could have helped in giving a sort of definition.

I should like to read a full length article in *THE CATHOLIC EDUCATOR* on the subject of what is good English.

REV. JOSEPH F. McELMEEL, S.J., Pastor  
Sitka, Alaska

*Ed. Note: Such an article is in preparation.*



## THE NCEA IN ATLANTIC CITY 1959

THE FIFTY-SIXTH annual convention of the National Catholic Educational Association drew thousands of delegates from all parts of the United States to Atlantic City, New Jersey, Tuesday, March 31 to Friday, April 3, 1959. His Excellency, the Most Reverend Justin J. McCarthy, S.T.D., Bishop of Camden and host to the convention, celebrated a Pontifical Low Mass in St. Nicholas Church, Atlantic City, to open the convention. The Reverend J. Cyril Dukehart, S.S., associate secretary, seminary departments, NCEA, delivered the sermon at this Mass. Following the Mass, the delegates gathered in the Ballroom of Convention Hall, where His Excellency, the Most Reverend Lawrence J. Shehan, D.D., Bishop of Bridgeport and president general of the NCEA, presided at the opening general meeting. The Right Reverend Monsignor Frederick G. Hochwalt, executive secretary of the NCEA, acted as chairman and introduced His Excellency, the Most Reverend Justin J. McCarthy, S.T.D.; the Honorable Frederick Raubinger, commissioner of education in the State of New Jersey; the Honorable Joseph Altman, Mayor of Atlantic City; and Dr. Alfred Saseen, superintendent of public schools in Atlantic City, to extend words of greeting to the assembled delegates. At this point Bishop Shehan delivered the keynote address, of which several paragraphs will be quoted later. The secretary read a message of greeting to the Association from the President of the United States, Dwight D. Eisenhower. "To fulfill the highest purpose of education," declared the President, "the training of the mind and hands must include a deep respect for the values of the heart and spirit. The theme of your meeting indicates the measure of your devotion to the great ideals

of your tradition. I am delighted to add my best wishes for a fine meeting."

Three days later, on Friday morning at about 11:30, as the delegates were leaving Convention Hall after the closing general meeting, all were agreed that they had had what their President wished to them, a fine meeting. A four days' program of papers and discussions had given them a full exposition of the general theme, "Christian Education: Our Commitments and Resources." Speaker after speaker had boldly faced the commitments of Catholic education, no matter how difficult, and presented the story of our resources and the answer they make to our commitments.

## Exhibits Opened Formally

The formal opening of the exhibits, 564 in number, the greatest in the history of the Association, took place promptly on Tuesday afternoon at 2 p.m. Bishop Shehan gave greetings and a word of welcome to the exhibitors, and President John Joseph Moran of the Catholic Educational Exhibitors Association responded with a word of appreciation. A scheduled Low Mass was celebrated on each of the three succeeding mornings and at each Mass a sermon was given. On Wednesday morning in St. Nicholas Church, the Most Reverend James A. McNulty, D.D., Bishop of Paterson, was celebrant of this Mass and the Reverend William J. Dunne, S.J., associate secretary of the college and university department NCEA, delivered the sermon.

On Thursday morning the celebrant of the Mass was the Most Reverend Martin W. Stanton, S.T.D., Auxiliary Bishop of Newark, and the Reverend John J. Green, O.S.F.S., associate secretary of the secondary school department NCEA, gave the sermon. On Friday morning the Reverend William F. Jenks, C.S.S.R., associate secretary of the special education department NCEA, was celebrant of the Mass, and His Excellency, the Most Reverend Matthew F. Brady, D.D., Bishop of Manchester, gave a stirring address.

## Bishop Shehan Gives Keynote Address

In his keynote address Bishop Shehan first told the story of the legislation of the Church in the matter of education. "It is clear," he declared, "from the Church's legislation that American Catholic education has long been committed, within the resources at its command, to the development of its own complete system of education for all Catholic youth of this country. That American Catholic education has made considerable progress in the fulfillment of its commitment is evident to anyone who considers what has been accomplished.



... The problems presented by the expansion of our present educational system to meet the foreseeable needs of the future are indeed frightening. The financial cost of simply providing the schools to say nothing of the increased cost of maintenance and instruction is the most obvious problem that confronts us. But even greater perhaps is the task of supplying trained personnel to administer so vast a system and to teach so many students. Meanwhile, we are confronted with the absolute necessity of maintaining the highest quality of instruction that lies within our reach. . . . It is the growing desire of our Catholic people everywhere to obtain (Catholic) education for their children that heartens us to attack the enormous financial problem with a certain confidence.

"Undoubtedly in some places the financial burden of our primary and secondary schools could be eased somewhat by more careful planning. The rapid shifts of population in our large cities are leaving some of our parishes with their educational plant almost depopulated. Before we incur great debts for new plants, especially in areas where a new shift of population can be foreseen, we ought to make sure that our old plants continue to be used to full capacity." Bishop Shehan next addressed himself to a problem that is of even greater importance; we need an adequate supply of religious vocations—"men and women of ability and sound training who have dedicated their lives irrevocably to God and to the cause of Catholic education. . . . Our one hope for increased recruitment of religious vocations, it seems to me, lies in the present development of our Catholic high schools. But to be truly effective a great deal of thought needs to be given to our program of vocational recruitment. From the Conference of Major Superiors under the auspices of the Sacred Congregation of Religious and from the Sister Formation Conference of this organization, it is to be hoped that there will come an exchange of information on effective methods of recruitment, and that there will arise comprehensive and authoritative literature on the subject. It is also to be hoped that the Conference of Major Superiors will give serious consideration to the allocation of religious according to need."

### Lay Teachers Play Important Role

Lay teachers now play an important role in Catholic education, a role that is constantly increasing. Lay teachers now outnumber priests, brothers, and scholastics, two to one. We must recruit properly qualified lay teachers for our high schools, colleges, and universities, and we must remunerate them adequately. In the primary schools the demand grows for lay teachers, and this demand will not diminish in the foreseeable future. "While we shall have to look to all Catholic lay teachers for a willingness to make sacrifices for the cause of Catholic education," declared Bishop Shehan, "yet their just remuneration, their security, and their development become for us an obligation to which we cannot be blind."

We must be ever conscious of the necessity of improving the quality of our instruction and maintaining it at the highest possible level. We can be satisfied with nothing second-rate. Religious instruction of a high quality cannot exist against a background of inferior teaching standards. "In the light of the criticism of all American education," continues Bishop Shehan, "no educational institution in this country can be unmindful of the problem of quality in the education it offers. After the events of the past few years certainly every Catholic institution is keenly aware of this problem, and, I am sure, is examining its program for weaknesses and is making every possible effort to perfect its curriculum, to strengthen its staff, and to raise the quality of its teaching."

The speaker then turns to a consideration of the needs of the pupil. He notes that one of the subjects of the curriculum, a subject calculated to give precision of thought, but a subject woefully neglected in recent years in American education, is the study of the natural sciences. He does not think it is likely, after the events of the past few years, that science will continue to be neglected. In treating of science as a part of general education, he quotes Gilson: "It is therefore the strict duty of modern educators, if they want their pupils to be adapted to their own times, to put at their disposal the means of acquiring at least the elementary scientific training without which they would find themselves completely lost in their future surroundings. . . . No contemporary system of education can neglect scientific studies without betraying its mission. Other interests are at stake besides the practical ones. To the benefit derived from literary culture and from historical erudition, the early practice of logic and mathematics adds the priceless mastery of the formal laws of reasoning. The study of the natural sciences is eminently fitted to complete such an intellectual formation . . ."

### Not the Least Resource

He cautions Catholic educators not to be unmindful of the resources at their disposal. We have the backing of a Catholic population whose spirit is strengthened to make sacrifices that their children may obtain a Catholic education. Not the least resource at our disposal is the devotion of an army of religious men and women who have dedicated themselves completely to solving the problems and meeting the commitments before us. The able and devoted laymen who make a career of teaching in Catholic schools make a contribution to our morale that is simply immeasurable. Basically, our greatest resource is "the possession of a philosophy of life which, coming down from ancient times, has been tested time and again throughout the ages and has proved to be the only viable philosophy, for the simple reason that it stands squarely on demonstrable truth—a philosophy of life which supplies the basis of a sound philosophy of education."

The Catholic teacher has a final asset: the certainty of divine truth together with the consciousness of a di-

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vine mission. His sense of mission stirs him to develop and use every resource at his disposal.

Many excellent papers were presented in the major and minor seminary departments. Father Dukehart, associate secretary of the seminary departments gave an analysis of the commitments and resources of our seminaries. Unfortunately your correspondent was unable to secure copies of the major seminary papers; it is expected that full text of these papers will be published in the August 1959 issue of the *Proceedings*. In the minor seminary department the Reverend Louis H. Prefontaine, S.S.S., of Hyde Park, New York, restricted himself to papal directives and legislation on minor seminary training. He declared that the minor seminary cannot long expect to fulfill adequately its function within the Church unless it periodically measures itself against papal directives. Under the general head of *formation*, there is a recognition of individual differences. In his directives Pope Pius XI insists that attention be given to the individual character of each boy and that he be formed after his own pattern. He points out that individual attention is the remedy against excessive regimentation. "(The student) should never be allowed to get the impression of being confused with the crowd and forgotten, of being neglected in his particular requirements, needs, and weaknesses, as though only his physical presence was of any account. Only from this kind of personal attention will the pupil derive encouragement to assert and develop his personal temperament, a spirit of enterprise, and a sense of responsibility toward his superiors and his equals, in the same way as if he were living in the bosom of a numerous and well-ordered family." In another passage Pope Pius XI gives this warning: "Even the exercises of piety must be kept in proper moderation, lest they become an almost intolerable burden and lead to disgust for spiritual things. Not rarely does one notice the deplorable effects of an excessive zeal in this respect." In *Menti Nostrae*, the Holy Father advises seminary superiors "gradually to free the seminarians from over-strict control and excessively curbing restrictions; thus the youths will eventually discipline themselves and will recognize that they bear the responsibility for their own actions."

### The Gifted Seminarian

"Aiding the Gifted Seminary Student" was the topic assigned to the Reverend David M. Murphy, Rochester, New York. "What we do in a positive and constructive way to help the better students," said Father Murphy, "will affect America's role in the Church. At the present moment we are outstanding in the financial and material help that we give to Universal Church. If we wish to contribute proportionately to the intellectual life of the Church, we must develop an 'intellectual elite' of priests who will be well equipped to do some of the Church's *thinking*, as well as her *doing*. By an intellectual elite I do not mean anything fancy or esoteric; I mean only a group of the best minds God has

called, developed to the full through our efforts. The goal is the fullest possible realization of their talents. If we and our colleagues in the major seminaries succeed, America will have an increasingly great role in the Church in the future, not only as the Martha who handles so efficiently the many practical details, but also as the Mary who can contribute so much to the life of the intellect and the spirit. A Thomas Aquinas cannot spring full-blown from uncultivated soil; a long period of cultivation is necessary." In conclusion Father Murphy makes this point: "Students who have received more of God's gifts than others should be informed of that fact and should be impressed with the idea that a superior performance will be required of them. . . ."

### Professional Organizations in Higher Education

President Laurence J. McGinley, S.J., of Fordham University spoke to the college department on "Our Commitment to Professional Organizations in Higher Education." That we have a commitment to professional organizations follows from the very nature of the institutions we represent, the American Catholic colleges and universities. "It is due," declares Father McGinley, "precisely to their threefold character as Christian, as American, and as institutions of higher education. To begin with, the mere existence of these schools itself testifies to our belief in the possibility of a Christian Humanism, that is to say in the possibility of an education which is neither exclusively charismatic nor exclusively secular but which can help young people achieve both religious and cultural maturity. We are engaged in designing, building, and sustaining that most precious and delicate of syntheses, the synthesis in living persons of whatever is authentically human and whatever is authentically Christian. Of course, we are realistic enough to recognize that a goal so exalted and so difficult is never perfectly attained. Indeed, this awareness of ours has led some of us, in recent years, to startling public self-criticism. To the extent to which this may have given our neighbors a misleading impression, membership in the associations of which we are speaking can help to set the picture straight. For I am inclined to think that one of the benefits to be derived from these friendly meetings with other educators is to be found in the opportunity offered them for discovering that our virtues are at least as real as our limitations."

To understand better the preceding paragraph we must remember that President McGinley is advocating not only participation in educational organizations, but a proportionate participation in groups concerned with other civic and cultural affairs. He goes on to say that we can hardly be insensible to the good that can be done both for our non-Catholic brethren and for the service of the Church simply through our presence as sincere, informed, and affable Catholics in those milieus where we are often misunderstood or mistrusted simply because we are unknown. "If it is true that

meeting a genuine Christian may lead a man to discovery of God Himself then it would seem not excessive to hope that our fraternization with our fellow American educators should at least bring them to some understanding of what the Catholic Church here in America is like. And if at these gatherings we show ourselves to be professionally competent as well as authentically Christian then we may hope to enlarge our colleagues' comprehension of our educational theory and practice. This is no small gain. For without understanding there can be no friendship and without friendliness there can be no cooperation in the temporal order and no attraction to the religious values of the transtemporal order. . . . When our colleagues come to know us they usually find, I believe, that our Catholic positions are more reasonable than they had suspected and we ourselves are more capable than they had imagined . . . we shall certainly need to do our part in promoting the concord and cooperation among individuals and groups which is crucial in a pluralistic democracy such as ours. . . . A great deal of good gets done in our society through just such associations and if we want to help in this work we too must be joiners. . . ."

### Student Teaching

In addressing the topic "Providing High Quality Learning Experiences in Student Teaching," Doctor Florence Stratemeyer of Teachers College, Columbia University, first made it clear that "it is not enough that the prospective teacher intuitively or through mimetic learning acquire methods of guiding learners, however good those methods might be." Four hundred years before Christ, Sophocles made a statement, "One must learn by doing the thing; for though you think you know it you have no certainty until you try." The belief that learning about or passively observing desirable action, said Doctor Stratemeyer, will automatically result in commitment to such action is denied in educational literature and by the experience of teachers working at all levels. To know the student's real understanding and whether he can and does act upon ideas requires that he have opportunity to use them in a variety of situations.

Experiences in student teaching should be differentiated according to the abilities and needs of the student. It is folly to provide all student teachers essentially the same experiences and then to expect that the same amount of time should be given by each student to these experiences.

In summing up, Doctor Stratemeyer said that supervision is basically teaching. Helping the student teacher to experience high quality learning is basic to helping him, in turn, to use the same principles in providing high quality experiences for children and youth. The individual learns that which he experiences.

We venture to assert that President Arthur M. Murphy of St. Mary College, Xavier, Kansas, is an excellent teacher. He writes with crystal clarity about

the teaching apostolate. He took this apostolate as the subject of the paper he presented to the college and university department. "Teaching is an art," he tells us, "which demands all of the help we can get from the Holy Spirit, and all of the skill we can acquire. It is a task which requires patience, because we may not push too fast, too far, or too hard; and it requires great faith, because we seldom know how well we are doing. If we get to heaven and some day our students arrive, then we will know that we have taught well."

"We follow the Master Teacher. He taught in the temple, on the street, in the homes, on the shores, on the mountains, and even on the waters. He taught by word, by deed, by precept, and by parable. Many heard Him. Some believed Him. A few followed Him. We, too, teach by our words and by our example. We too will be humble and impartial, and gentle and merciful, as He was, and severely just; and if we become angry, let it be righteous. . . ."

"The Master Teacher was simple, poised, and courteous. If at any time His words were not clear to His listeners, He had His reason. He left much of the responsibility of the detail to them to work out. You too must lead your students to shoulder their own responsibility. I am sure that if the Master's students had other classes to attend He dismissed them on time. And if they had other professors who also gave long assignments, He knew that too."

"He was never garrulous or sophisticated. He spoke with simple people, in simple words, and so few of them. He seems not to have been in a hurry, for He seems not to have passed swiftly from one subject to another. He repeated a few things, but not *ad nauseam*. He was radical because He taught a new doctrine. The necessity of being radical still exists, because the same doctrine is still new, though it is ancient. He sometimes effaced Himself, as a good teacher will, but on occasion accepted honors and let His light shine, as a humble Christian must. He sought success, not for Himself, but for His children."

Suddenly the speaker seemed to realize that he was talking to college administrators. He gave them a challenge: Do you often take the time to mosey down the halls and stop to speak to whatever teacher or student you might chance to meet? It's worth while and you preach a sermon every time you do. Though the sermon may not be so eloquent as the sermon St. Francis preached when he walked about the village, it is a sermon, and it is you and your college. "It might be profitable," he says later, "for the top flight administrators again to step into the classroom occasionally as regular teachers, preferably of freshmen. We administrators tend to get wound up in many things. To go back to the classroom may be unglamorous for administrators, but it can bring you back to the fact of academic life and unwind some of your frustrations. Each hour spent in the classroom will be of more value to your institution than the average hour you now spend attending conventions or out looking for money."

(Continued on page 719)



By LIAM BROPHY

"Galmoy" Roebuck Road, Clonskea, Dublin, Ireland

# How Teachers Become Traitors

Viewing us from the vantage point of distance, an Irishman finds that the teacher in America is betrayed by an anti-intellectual attitude which has the effect of keeping many of the best of our schools' products from entering the teaching profession. What effort has been directed against this anti-intellectual attitude? How did it come to be?

SCIENTIFIC EXPERTS on problems of resources and world population have become alarmed at the rate with which we continue to plunder posterity. The accumulated natural resources of the world are being used up with reckless rapidity. For instance, since World War I the quantity of oil and coal used in the U.S.A. exceeded the total used throughout the entire world in all history before 1914. It is estimated that it took about 300,000,000 years to create the world's resources of oil and coal. Every year we consume what it took Nature a million years to make, which means that reserves will be used up in less than three hundred years. The same is true of the exploitation of the soil. An extra 100,000 people are added to the world population every day while soil erosion continues to rub away the world's arable lands. The indications are that posterity will starve.

## Lowering Prestige of Teachers

But there is another and more serious way in which we are plundering posterity, and if we count the things of the mind and spirit of more value than material advantages it is the most serious pillage conceivable. We are deliberately fostering a soul erosion in our descendants. By lowering the dignity and prestige of our teachers we fail to attract the best brains and talents to the teaching profession. By so doing we are preventing our children from having the best education. We are starving their minds and through them the generations yet to come are being mentally famished. And whereas science may, and probably will devise other means of power, and even arrest soil erosion and open up hitherto unexploited areas, there is no scientific solution to the problem of mental and spiritual starvation.

This general depression and defamation of teachers is part of the anti-intellectual campaign. Several eminent writers have drawn attention to this insidious cold war on intellectual people. The Right Rev. Msgr. John Tracy Ellis has faced it squarely in his short and telling book, *American Catholics and the Intellectual Life*. There is some excuse for non-Catholics in the U.S.A. indulging in this anti-intellectual attitude, as it is the undertow from a Puritan past with its insistence on performance and utter abhorrence of mysticism and

distrust of culture. But for Catholics this attitude is a treason and betrayal, since by their very vocation they are pledged to uphold the primacy of the spiritual. Besides, most of the heresies which have assailed the Church have been anti-intellectual in their roots and pretensions.

## Great Day for the Stupid

American anti-intellectualism is also exposed and expounded with merciless precision in *Crisis of the American Mind*,\* by Leo Gurko, Chairman, Department of English, Hunter College. He points out, with copious illustrations from press, radio, and cinema, how the intellectual in American life is regarded as a figure of fun, an inept and pathetic being utterly divorced from reality. It was a great day for the stupid and uneducated when the term "highbrow" was invented. It gave opportunity to the inhibited, the uncouth, the dull, and envious to vent their pent-up jealousy on the cultured. People who earned their livelihood, or who even failed to do so, by the intellect were dubbed inferior. The "regular guy" became the norm of excellence and whoever set himself above his mean and mediocre level was regarded as a traitor to democracy. More than one philosopher has prophesied that democracy would drift toward tyranny, the tyranny of the mass against the individual.

## A Display Passage

This disparagement of culture is reflected in the American attitude to education. On one side there are those who hold that a formal education is necessary for the development and ultimate happiness of the individual, that it makes him not only mature, well-balanced, or "integrated," to use the popular term, but also a good citizen of a democratic State where the people are called upon to use ripe judgment in the selection of their rulers. In passing it is observed that communism thrives in countries where illiteracy is high. This attitude to education has prevailed for centuries in Western Europe, and has been described in the famous passage of John Ruskin, that Humanitarian who hovered all his life on the threshold of the Church:

Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching

\* Published as *Heroes, Highbrows, and the Popular Mind* (Bobb-Merrill Co., 1953).

youth the shape of letters and tricks of numbers, and then leaving them to turn their arithmetic to roguery and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual, and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all by example.

That is a passage we should like to see displayed in every place where teachers are taught.

The more general attitude to education in the U. S. is that formal education and instruction in the humanities is of no use in the modern world, but may be even a hindrance, and insists on vocational or technical instruction. This is the point of view of the anti-intellectuals, who tend to measure everything by money standards and implicitly, at least, regard the physical world as the only real one and measure success in life by the amount of money and material goods acquired in that physical environment. The attitude of Catholics is clear in the matter: we are citizens of two worlds and the primary aim of education consists in unfolding and developing the specific aptitudes of mind, soul, and body, so that children may be able to fulfill their role as human beings and realize the plan that God has formed for attaining their destiny in this world and the next. Its object is not to manufacture quiz kids but to create future citizens of the Heavenly City. There seems to be a prevalent notion that the liberal and technical attitudes are mutually exclusive, that we cannot train children for good citizenship of earth and heaven at the same time, that we must take sides on the question whether education is to train children how to live or how to make a living.

### Mere Technicians

No Catholic parent or educationalist would object to technical training in technical subjects. But they must resist the mechanical thinking fostered by our educational system. The danger has been signalled by Jacques Barzun in his book *Teacher in America*, quoted by Leo Gurko: "Technique, technology, routine do no harm when applied to inanimate matter; on the contrary, it saves time and work and makes possible mass production. The danger is in aping the machine with our brains, in thinking like an assembly line, fed from a storeroom of cheap interchangeable parts." Education courses conspire to make teachers mere technicians. We are obsessed by systems, and it has gradually come to be assumed that teaching is a science, whereas it is in fact an art. Teaching should be regarded as an art, not just the drumming of a subject or technique into unwilling pupils, not the imparting of a dodge or know-how, but the sharing of an enthusiasm, the delicate adjustment of one human being to another, the communication of a whole personality.

On this point we would like to recommend a book entitled *The Art of Teaching* by Professor Highet, for-

merly an Oxford don, and now teaching in America. His is probably the first book to recall teachers and pupils alike to the fact which was once as bright and obvious as the sun, and as easily taken for granted, that teaching is an art. Our modern age, which has subjected everything to the discipline of science, has debased it to a technique. The logical outcome of this process is to make the teacher an engineer and the pupils so many pieces of depersonalized automata to be modulated in accordance with mathematical formula and data.

### Measure Its Own Funniness?

Just how mathematical it has become is shown by some examples given by Lin Yutang, the Chinese sage and observer of Western follies. He refers us to *The American Scholar* (Winter 1942/43) in which there is published a paper entitled: "The Reduction of Data Showing Non-Linear Regression for Correlation by the Ordinary Product-Moment Formula; and by the Measurement of Error Due to Curvilinear Regression." The development of a child's interest in the proud pageant of history, the shadow worlds of poetry, and the glory of great names is to be plotted by "an extension of the Kelley-Wood and the Kondo-Elderton Tables of Abscissae of the Unit Normal Curve, for Arcs ( $1/2\alpha$ ) between 0.4500 and 0.49999 99999." Which proves that the mathematical mind cannot measure its own funniness. We have seen the tragic result of indoctrinating people and nations into the mathematical, i.e., materialistic, approach to life. They tend to try to solve all moral problems mathematically and just now they are looking for a mathematical solution to the problem of peace. What we are concerned with here is the effect of this on the teacher and the taught.

The whole tendency in education, of which this technical approach is but one aspect, has been anti-intellectual and therefore against the teacher. As Mr. Gurko says: "If the assault on the curriculum has grown increasingly sharp, the assault on the American teacher has been as intense, and of longer standing. The images in which he (and she) has appeared in our literature and mythology, from Ichabod Crane down, have been nearly all unflattering." The male teacher is shown as emasculated, feeble, and inept, the female counterpart as angular, frustrated, and soured. Hollywood attempted an *amende* with *Cheers for Miss Bishop*, in which the cheers came last scene, last act, and too late for any character less robust and trusting than Miss Bishop. Mostly there are only jeers for Miss Bishop's class.

### Straight-Jackets and Derides

Society has done teachers a terrible wrong in first making a rigid strait-jacket into which it crushes and crowds them, and then in deriding them for being out of touch with life, formal, and ineffectual. The vitriolic pen of H. L. Mencken helped make the mould. And all

(Continued on page 712)

# Vitalizing History in the Grades

An experienced teacher explores the various means that prove themselves in getting the elementary student to learn history. While the viewpoint is the average pupil in a heterogeneous grouping, techniques with the slow learner and with the bright child are given attention.

THE LAUNCHING of Sputnik also launched a new era in education. Possibly it will go down in history as the "Age of Exalted Egg-heads." The trend is definitely toward concentration on the brighter student. As Christian educators we also are caught up in this rush to mold master minds but it should be kept in mind that we cannot have an uneducated mass of people in a democracy. The average and the sub-average we always have with us. Therefore a reiteration of methods for the good of the majority cannot be out of place now. This is particularly true in that most difficult discipline—history. A few thoughts on vitalizing the history program in elementary grades should be appropriate.

Heterogeneous grouping is the normal situation with which most teachers of elementary history are confronted. The perennial problem of stimulating the bright child by leading him onward to greener pastures while at the same time gearing the lesson to the ability of the slow learner lest he fall by the wayside presents a constant challenge.

## First Glimpse, Slow Learner

Therefore a glimpse at the slow learner is first on the agenda, because he is usually the time-consuming problem. Since reading is the core for the understanding of history, it is of vital importance that the grade school teacher concentrate every effort in developing and improving the reading techniques of her students. While the brighter pupils are engaged in various activities, the teacher spends a great deal of time, especially in the beginning of the school term, working with her slow and average students in order to help them master such reading techniques as:

1. Finding specific information, in many cases reviewing the all-important skill of skimming rapidly, through a few pages perhaps, to find the desired information and then concentrate on it.
2. Answering a specific question, calling the child's attention to the fact that some questions involve one or two sentences while others summarize a whole paragraph.
3. Reading to prove a statement or to note details.
4. Recognizing topic sentences and their significance in unlocking the entire paragraph.

## To Expedite Efficiency

To expedite proficiency in reading, the alert teacher helps the slow reader to recognize typographical devices and understand their purpose, e.g., bold-face type, use of italics, commas, hyphens, connectives, and transitional words. Suppose that in the study of Immigration paragraph 2 begins with "Another group of people . . .," is the slow student trained to reread paragraph 1 to be sure he has found the first group? Or in trying to find Jackson's attitude on Nullification the sentence appears: "Finally the opportunity came." Does the student retrace his steps to find exactly what opportunity he is looking for and then continue reading to find how the opportunity came about? Without guidance in these various reading skills the slow pupil is apt to lose completely the thread of thought and become frustrated and discouraged.

## Study Skills

The grade school teacher must also develop study skills in order to vitalize the study of history. Educators insist that students are woefully ignorant of the thing they should know best, namely, the textbook! A teacher-student discussion about the title, preface, table of contents, and index must be followed with specific training in using the text. This should include the tracing of routes, interpreting the key and the scale of miles, interpreting the maps in the text by extensive supplementation with wall maps to counteract the meager supply of maps in most of our modern texts. Even pictures, both in the text and on the bulletin board, must be studied. Frequently children look at pictures idly and aimlessly, utterly missing their significance, unless they are taught to scrutinize them in an analytical manner through the teacher's skillful questions and suggestions.

## Note Taking

Regarding the taking of notes, no doubt it is a common experience in a normal classroom to see the two extremes—the child who writes entirely too much, and the inert, passive, dare I say lazy individual who is perfectly contented with having a book in front of his face? Perhaps the *Who? What? Where? Why?* process could be used to good advantage. If the slow learner can account for those four "W's" he certainly will get the essentials in the history lesson.

Another technique of vital importance in the understanding of historical concepts is the development of a



history vocabulary. High school teachers throw up their hands in despair with the cry, "Our text is too difficult! The terminology is too heavy! My students cannot get the thought from the printed page! Perhaps elementary school teachers are partly to blame. Vocabulary plays a crucial role in the mastery of any subject, be it science, grammar, mathematics, or history. New terms must be taught systematically and consistently, a few at a time, and then drill and more drill. A quick five minute period of drill, either in persons, places, or terms, is highly recommended as a daily class procedure. In many instances this can take the form of a game planned and prepared by the brighter students with a minimum of suggestions from the teacher. So much for the poor student.

### Unit Method

Teachers in general are familiar with the unit method in which the entire class works together during the introduction, the drills, the final discussion of the unit which serves as a clearing house for any misunderstandings, and the outlining of the unit which aids the students to place the historical events in their proper perspective and to obtain a fuller and richer understanding of the entire subject matter. Every student is expected to master the basic text, but since the brighter pupils can finish the work-study material in perhaps half the time the slow learners need, they should have ample opportunity to enrich the concepts gained by means of wide collateral reading and creative activities which will challenge their mental capacities. The current Teacher's Manuals for upper grade texts provide abundant and excellent enrichment activities for stimulating the eager student.

### Contract Plan

Some teachers have remarkable success in planning a history unit on the A B C Contract Plan, listing the work to be accomplished in order to gain not only a creditable mark but also greater competency in self-help skills. The C level is the minimum required of every student and is based on information in the text. B level is then attacked by the above-average group and contains enrichment experiences such as using reference books for reports on certain phases of the unit, making outlines, maps, special reports both written and oral. When the B level is completed the A level is begun, thus giving the difficult assignments to the brighter students. This level should be a stepping stone toward research for the superior students. It is always in relation to the lesson but definitely not a part of it, e.g., in a study of the Constitutional Convention the A level assignment might be:

1. Prepare a biographical report of one member of the Convention.
2. Compare the setting up of our government with that of England.
3. Find in our Constitution observances of the Ten Commandments.

Thus broad vistas can be opened for the student of talent by giving him the enriched experience of evaluating and synthesizing information plus important training in problem solving and critical thinking.

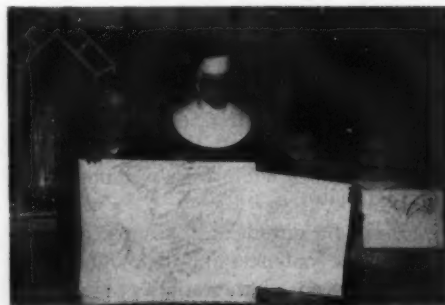
### Correlation with Other Subjects

The brighter group should have opportunities to correlate history with other subjects in excess of what is expected of the slower paced. A great deal of potential talent becomes evident as some youngsters use their ingenuity in presenting skits for the class. Students who have a flair for writing will enjoy the experience of corresponding with students in foreign countries or imagining themselves interviewing some great historical character. Often boys profit from debates, or acting as news reporters by preparing reports on "Men Who Made the Headlines" by making the news item of the specific unit a current event. Or they might arrange a "You Are There" program, speaking as an eye witness of a specific battle or event. The competent student can accomplish a great deal with a minimum amount of aid from the teacher, leaving her free to develop the reading and study techniques with the slower group.

### Time Lines

The enthusiastic teacher will find abundant methods for vitalizing her history class so that the entire group may share in as many learning experiences as possible. In the line of audiovisual aids, excellent films and filmstrips can arouse interest or clinch a unit but they must always serve as a learning process, never as sheer entertainment. Making Time Lines both on the blackboard and in notebooks for the most significant dates is a splendid means to develop the concept of sequence of events, and to facilitate the child's ability to see cause and effect in their proper relationship. The significance of a historical event cannot be grasped unless it is placed in some kind of time sequence or relationship. A trip to a museum or to some spot of historical interest, such as an Indian cave or even a cemetery, could be valuable. Which is the oldest grave in the city

*In the study of immigration, even the slow learner can taste success and the entire family becomes interested in the generations tabulated on a "Family Tree." The author, Sister Henrianna, is shown with eighth graders.*



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or parish cemetery? What were the conditions in this town when he was a youngster? When was he buried here? Kind of roads at that time? Were horses or automobiles used? Let the youngsters identify the graves with flags and bring to class the information as to which war and under what circumstances these heroes gave their lives for their country. Gold star charts could be made to honor these men.

### Parallel Present and Past

In the weekly current events period the alert teacher will lead her students to find many parallels between the past and the present. History can be brought into the home by encouraging the class members to get information from their grand and great-grandparents concerning the "good old days." A "Pioneer Day" may be arranged to arouse interest in one's own community. Select a date several weeks in advance and list, in cooperation with the class, a group of questions to ask the grandparents or any other old friends or neighbors regarding the conditions in the early days, e.g., means of travel, price of land per acre, how procured, nationalities who settled here, greatest difficulties encountered. When the day for the reports arrives, the English and history periods can be combined and the class might vote honorable mention for the students who brought in the most interesting information. It is surprising what the poor student can accomplish with such an assignment. In the study of immigration the making of family trees is a delightful experience which can arouse the whole relationship, resulting in the resurrection of the family Bible and of old photographs. Here again the less gifted can taste success.

### Supplementary Reading

Nor must the beneficial effects of supplementary reading and library work be ignored as tremendous tools for stimulating both slow and bright students. It is a responsibility of the grade school teacher to acquaint and to interest the students in historical literature. At present there are many excellent books in historical fiction, biographies, and travel. An appreciation of our Catholic heritage can be found in: *Vision Books*—biographies for middle and upper grades—published by Farrar, Straus and Cudahy; *American Background Books*—concerned with Catholic Americans who have made a notable contribution; good for superior students—published by P. J. Kenedy and Sons; and *Catholic Treasury Books*—for middle grades—published by Bruce Publishing Co. In the secular field are *Childhood of Young Americans*—one of oldest and most successful (Bobbs-Merrill); *Landmark Series*—grades 3-6 and excellent for poorer group in upper grades (Random House); and *Land and People*—upper grades, authentic but a bit difficult (J. B. Lippincott Co).

It is wise to consult the selective list in the high school and grade school catalogs put out by Wilson. The *High School Catalog* has an excellent Catholic

supplement. Both catalogs should be in every library for they are essential to all education for young people.

### Games Help, Too

In the elementary grades games can play a very important part in the history class. Even eighth graders might be as enthusiastic as fifth graders. The busy teacher can leave the arranging of these games to the brighter students if she so desires but the entire class should participate. The ordinary flash cards are excellent for daily drill in persons, places, and dates. Good drill can also be supplied with a quick "Who's Who" game. The child who answers correctly poses the next question, of course. At the end of a unit a simple baseball game can be of value. Two teams line up each with a pitcher and a catcher. The pitcher throws a question to one batter after another on the opposing team. A catcher may correct an error made by the batter but three outs retires the side. Any number of innings can be played. "TV programs" can serve as reviews of a unit; you will have to pick the title of a current program since programs come and go. Games of this type develop logical thinking and correct grammatical usage plus the clinching of historical facts. Needless to say, the enjoyment of games must never be permitted to over-ride the learning process.

### Testing

In conclusion, what about testing? Short quizzes are a fine means of keeping the students alert. At the end of a unit usually a longer objective test is given; however, the good old-fashioned essay type test might well be resurrected. Perhaps it does not fulfill the exacting standards of true measurement, but it does provide the teacher with a great deal of valuable information and evidence for the general appraisal of the students as well as provide them with the opportunity of demonstrating their ability in using certain study skills, e.g., correct spelling, ability to write legibly, to form paragraphs, to maintain a sequence of thought, and to organize materials. Experienced textbook writers suggest that a few essay questions be included in every unit test. They also advocate the writing of an original composition summarizing the unit as a culmination exercise. With guidance and encouragement from the teacher this seemingly difficult task will gradually be performed with ease and efficiency, and with a keen sense of accomplishment! Writing such an essay gives the student the necessary opportunity to plan independently, to organize factual material, to express his own ideas clearly, and to develop precision.

Books have been written on the above subject but under the pressure of cosmic-shaking events the simple old truths frequently turn up missing. Hence the necessity for a re-evaluation and some suggestions for meeting the needs of the heterogeneous history group is mandatory. Until the "Age of the Exalted Egg-Heads" is in full swing perhaps a few old ideas on old problems can prove challenging and helpful.

# Are We Doing Enough To Qualify Our Students for Scholarships?

We have given little more than lip service to the exceptional or bright student, the author maintains, having been more impressed with the philosophy of the "average." For those who advance objections to giving more attention to the more gifted, he has telling answers. In conclusion he points to a Source of inspiration.

OUR AMERICAN SCHOOLS have been under attack for some time now. Our national pride has been hurt because of comparisons made between our system of education and that of Russia. A great deal of the criticism is undeserved. However, there are areas in our schools which need improving and the improvement should begin now.

We are losing our potential. In the United States only a fraction continue their education beyond high school. Perhaps many of those who do not continue beyond high school could not profit from a college education but those who could are not going to college. Our potential leaders are lost to us in the average crowd. No one will argue the point that our American system of education must provide an opportunity for all students to the limits of their individual abilities. While we should all be equal under the law, we cannot be considered identical in talents, ambitions, and interests.

Catholic schools are endeavoring to provide an opportunity for all students to the limits of their abilities. The task is a tremendous one, one which is carried on at great personal sacrifice and dedicated service of thousands of Religious, priests, and lay people. I am afraid, however, that Catholic educators have been so deeply impressed with the philosophy of the "average" that we have given little more than lip service to the exceptional student or brighter student. Catholic Educators are not doing enough to enable their students to qualify for college scholarships. There are reasons, perhaps a better expression would be excuses, for this apparent failure. Some of these are valid; others, rather lame excuses.

## Afraid to Challenge Students

Catholic Educators seem to be afraid to challenge their students. The student who learns is the student who is interested. The student who is interested is one who has been brought to realize that the subject matter

treated in class is important in helping him achieve a definite goal in life. Today's world, if carefully explained, will enable our students to understand their need for conscientious work during their school days. History, and more especially the history of the Church, very definitely, makes us aware that the challenge of opposition brings out the best in everyone.

It is not very complimentary to our youth today to tell them that they are too young and too immature to realize the dangers which confront our country from those whose philosophy differs from ours. The fairly recent example of the danger to our way of life in World War II should demonstrate to those of us timid souls that our boys of high-school age were the heroes of that war. If they were old enough then to send forth to fight how can we say that they are too young to be challenged to seek their life's work in the fields of science, diplomacy, or government?

## Work Too Difficult?

A particularly fallacious excuse sometimes offered for not encouraging students to greater effort in preparing themselves for college scholarships is that the work required is too difficult. So the subject matter must be made to look easy and attractive. We cannot educate for life or for advanced work in the professional fields and at the same time make the process an easy one. There is simply no easy way to adjust oneself to a hard life; hard work is an essential educational factor. The student must be taught, and he himself must learn, that he must not shirk from a problem because it is difficult. An adolescent mind can think, and think clearly, if encouraged to do so. Making a course easy and watering down the subject matter takes away much of its value and even destroys attractiveness.

## A False Assumption

It is a false assumption to say that today's youth do not take life seriously; they do, and to be told that a particular subject such as mathematics or science is fun and that lessons can be learned by playing games strikes them as unrealistic. We can convince the more talented student that hard mental work is in itself a source of genuine satisfaction. Human nature, wherever it is found, shows no appreciable difference. If students of high-school age in countries other than our own are willing to study what is difficult for the value

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## Motive

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that study will show in their own lives and for the good of the fatherland, who are we to say that the American high-school student is any less appreciative or patriotic?

### Motivation Never Ending Duty

It is readily granted that for most students, at the high school level, there is need for constant stimulation to greater effort. This can be discouraging and tedious, and we must be ready to acknowledge to ourselves that we at best reach the few. But if we succeed in interesting the few, the road is opened to further progress for those whom our motivation has touched. The job then is for us to continue the encouragement and in time some others will become interested. For the interested teacher the motivation of students should be a never ending duty. Many teachers become discouraged, and perhaps tired, when their efforts seem to have little effect on a class. They are apt to convince themselves that they have fallen heir to a class which cannot be reached by any stimulus. This reasoning may be quite understandable for an overworked teacher but it is fatal to youth. In many high schools we do tend to underestimate the capabilities of students. A good deal more study of the individual by the teacher, his background, his ambitions, the report of his tests, may help us to change our judgment.

We have not, and we are not now challenging our better students. A few years ago, Thomas E. Murray, member of the United States Atomic Energy Commission, speaking at the dedication of a science building at Manhattan College, in an address printed in *Vital Speeches* said:

We can no longer afford the enormous waste that arises when a potential scientific giant is lost in the crowd. Those very few intellects capable of doing frontier work on the frontiers of science must be identified, encouraged, and nurtured. They must be equipped morally and intellectually so that they may go on to more advanced studies and fruitful work. We need new Potamians, new Mendels, new Pascals, new Pupins and Marconis as Catholic gifts to this country. Why should Catholic representation be so sparse in the ranks of our top scientists?

The lack of leadership of thought and intellectual influence among Catholics is not traceable to our high schools alone. There are other factors involved which are well stated by Father O'Neil C. D'Amour in his article, "Science and Education," appearing in the *Bulletin*, National Catholic Education Association, February 1958. Father D'Amour points to some very significant failures in our culture.

"... our culture, having placed its emphasis upon ease and upon absence of discipline, has produced schools in which work is kept at a minimum and discipline in the sense of mental discipline is lacking... It is too much to expect that a boy or girl coming out of such an educational system will freely choose a field of studies which will demand both hard work and discipline. They feel totally

unprepared for such a future. The students must be confronted with the fact that learning is hard work. They must be brought to the recognition that a disciplined mind is a prerequisite to true knowledge. Here we must emphasize again that the schools will not and cannot do this unless the same spirit is embedded within the culture of the people. A people can change, and the schools will change with them. It will not be effective, however, to tell the schools to do this or that. Neither the children nor the schools exist in a vacuum. They exist within the culture and as said before, they inevitably reflect that culture.

### Certain Objections Are Rooted

Today in our Catholic high school there are those who come forward with certain objections when the proposal is made that more attention be given to the more gifted among our students. These objections may be valid in certain instances and for some localities. However, they seem to be the result of long standing traditions which have been allowed to take root in our system. The enumeration of some of these is not meant to be comprehensive listing, nor will they apply to every school. But the excuses are heard and they have the force of tradition.

1. There exists the fear that whatever is to be accomplished must not be at the expense of backward students or those bashful ones, sometimes called the forgotten ones. This seems to be an extension to the limit of democracy in education and is going very far afield.

2. There is a strong reluctance to awaken what may seem to be worldly ambition; to stir a desire for mere success. To call attention to a student's ability may seem to violate the spirit of humility, and to urge one on to greater and more constant effort may smack of encouraging cupidity in acquiring goods. Urging a boy or girl to take his or her place truly as leaders is not to press them to conspicuous financial success. We could say that there may be a lack of avarice here, but can we not say that there is likewise a lack of ambition.

3. There is a danger that in encouraging our boys and girls to compete for national scholarships we may be courting disaster by having them attend secular universities because of attained scholarships. This is a thorny problem and one which permits of no easy solution to the Catholic teacher. It is a matter demanding much attention to personal character, to time and place, to spiritual affairs. It would be unwise to place ourselves in the unenviable position of defeating our own purposes.

4. There is a hesitancy to have our students compete with those of another system. The reasoning back of this is the loss of face and the hurt to our pride. I hesitate to bring forward this argument because of the wrath of our hard working Religious. But the fear has been expressed and should be met. Generally we need have no fear of competing with other systems as past experiences have sufficiently demonstrated. As for the hurt pride, this should not be a calamity.

5. *Complacency.* This is not an offered excuse, rather an unspoken reason for our failure to push our youth to unremitting effort. It might be analyzed in these words. Here is a young man reaching the end of his high-school course. He is a good boy, he will keep the Faith, he will rear a good Catholic family and send his children to the Catholic school. Our work has been successful once we have accomplished these desirable ends. Complacency is a dangerous, cancerous growth and needs careful surgery. If we are complacent in high school the complacency could reach down to the grade school and even out beyond the portals of the schools to the family. It is a danger which should be vigorously attacked.

6. *Small schools.* In very small high schools, a phenomenon not foreign to our system, the curriculum is usually too narrow and the teaching assignments too broad, to give much extra time to special work with students. If attention is given it must be taken from leisure time of the harassed teacher. This is a statement of fact against which the most enthusiastic proponent of the care of the gifted student has no rebuttal.

### Positive Arguments Advanced

What has been said up to this point has been on the negative side. There are positive arguments which can be advanced to encourage Catholic teachers toward greater efforts in proposing and preparing students to compete for college scholarships. One of these would be the favorable publicity for Catholic schools. Everyone is happy to bask in the reflected glory of another's good deeds. Our schools and educators are no exception. There is an added incentive to the reflected glory idea and it is the benefit to religion itself. Here again I will quote Mr. Murray of the Atomic Commission: "The discoveries of science are shaking the foundations of materialism. The greatest contribution of the century to God's kingdom could be the reconciliation of science and religion." And he in turn quotes the words of the Holy Father from his address to the Pontifical Academy of Science: "True science discovers God as though He were waiting behind every door opened by science."

American and Catholic education has never before had a more ringing challenge, a more auspicious opportunity to dedicate itself anew and openly and without apology to its fundamental responsibility which is the training of the intellect. As Catholic educators we are pre-eminently qualified for the task. With no apology, shorn of false humility, we need only to examine again our motives for being at our tasks. To bolster our courage we have the words of Him whose disciples we are and whose methods we strive to emulate: "You are the light of the world. A city set on a mountain cannot be hidden . . . so let your light shine before men, on order that they may see your good works and give glory to your Father in heaven." This is our inspiration.

### How Teachers Become Traitors

(Continued from page 706)

the while more is expected of the teacher than of any other lay member of society. He is under minute inspection all the time, on and off duty, and that, in a small town, can be about as searching as an x-ray. To use an Irish Bull, he lives in a strait-jacket that becomes a glass case. As to his remuneration it was calculated ten years ago to be less than an unskilled laborer's. As the *New York Times* said: "The teaching profession no longer attracts the top young men and women of the community. They can get more money, easier working conditions, greater community respect, and more freedom working for the Government, for private industry, or for the neighborhood druggist. They can get more money driving a truck, collecting garbage, or serving as a bartender than they can teaching. Everywhere teachers are regarded with pity and scorn; too often they are treated as a second-class citizen" (10-2-1947).

### Man Desires Prestige

The result of all this, of course, is that we shall get second and third class teachers. One does not need to be an expert in industrial psychology to know that what a man desires more than an easy job, shorter hours, or even higher wages is prestige. For the good esteem of his fellowmen a man will do and dare many things. When this is absent he can be enticed forward only by sheer necessity or strong devotion to an ideal. Where there is scorn we refer to Voltaire's dictum, much acted on by himself: "it is ridicule which kills!" It is killing a very noble profession in America, and it is difficult to see how it can be revived and brought back to its former place—just below that of the priest—without altering the whole anti-intellectual climate.

But posterity is being starved in that climate. Education which overstresses the mathematical approach must of necessity produce a race of future citizens with no more individuality than morons or molecules. The best raw material for communism, as the Soviets well know, is an undifferentiated mass of such citizens. They conform better to a materialistic pattern. There is no spilling over of soul-stuff from the rigid social framework. Anti-intellectualism is mere training for anti-Catholicism and to give our children poor, dispirited, or "conformable" teachers is a treason. And our teachers by methods of technique, hardly different at times from those practiced in Soviet-controlled countries, are forced to be traitors against what they know to be the high ideals which Christian civilization has ever expected of its teachers, to be traitors against themselves since their natures must resent the atrophy of their own minds and that of their pupils. It is like asking a song-bird to fetch straws to make bricks. The massacre of the innocents has been vastly extended and technically perfected in our time.

By MOTHER FRANCIS REGIS CONWELL, O.S.U.  
Ursuline Academy, 30 Madison Avenue, Springfield, Massachusetts

# Teach Them How to Study

"I have been riding in the cockpit of learning still, but with two of my engines dead," thought the teacher of English. She came to this thought as she honestly and humbly endeavored to recapture the basic principles of pedagogy she had been taught. We follow the thread of her thoughts as we read this article.

Mother Francis Regis has been a high school teacher of English and French. She has a B.S. (Magna cum laude) and an M.A. in romance languages from Fordham University. She has also a French diploma from the University of Laval, Quebec.

THE HIGH SCHOOL English teacher had reached the nadir of despondency. Frustrated, she sat gazing at the pile of corrected test papers, the gauge of her success in teaching the *Odyssey*. Did any of her pupils learn anything from the Grecian classic? "Odysseus wrote Homer," and, "The Cyclops were whirlpools," were typical answers. The teacher herself had read the text aloud day by day in class, and had assigned additional pages for home study each evening. The awareness of the futility of it all came upon her suddenly when, upon the completion of the tall tale out of the past, she gave a written quiz to test her pupils' knowledge of the incomparable epic. The results, recorded in vivid red ink, reflected credit neither on the teacher's ability to teach nor on the pupils' capacity to learn. "TV develops an allergy to knowledge," she soliloquized dejectedly. "The typical modern student who, in a horizontal position on the living room floor, keeps one eye on the TV and casts an occasional collateral glance on the English assignment, will never develop a love for great literature even if she had Thomas Aquinas for her teacher. TV has produced a monster called Ignorance which goes about like a ravening wolf seeking to devour the minds of the young."

## Keep Ideal Burning

The monster made her think of Beowulf and memories of her training school days cascaded into her mind. She recalled how she had written a term paper that had delighted her professors of pedagogy because she had compared the teacher going forth to fight Ignorance to Beowulf setting out to slay the dragon. On the essay the professor had written his sentiments of encouragement: "Keep that ideal burning brightly in your mind and you will always ride in the cockpit of learning transcending all obstacles." Somehow she felt the first faint stirrings of new hope within her. "Even the TV obstacle!" she resolved defiantly.

Honestly and humbly she endeavored to recapture the basic principles of pedagogy as the experts had

expounded them. She rummaged through the rag bag of her thoughts to try to find what pedagogical characteristics made her own demonstration lessons so exceptional in the judgment of the critics in training school. Then she adhered rigidly to the three aspects of every complete lesson: the previewing, the viewing the reviewing. On the triple phase the appraisal of the pedagogues was based. And now in actual classroom procedures, under the specious pretext of saving time, she has dispensed with the previewing and the reviewing.

"I may be riding in the cockpit of learning still," she thought, "but with two of my three engines dead."

## Leafed Through Notes

She leafed through her college notes which she retrieved from an obscure corner in a dark closet. In a page, underlined in red she discovered the warning that the preview of the lesson must under no circumstances be neglected as it gives the pupil a bird's eye view of the lesson to be mastered during the period of private study which is the time of viewing. Since the teacher must have as an aim the stimulating of the immanent activity of the students, the preparation of the previewing must be very painstakingly prepared and discriminatingly selective. If, through her own burning love for her subject, the teacher can kindle into incandescence the interest of the pupils, her victory over ignorance is assured. Therefore the instructor must never succumb to the temptation of spontaneous lecturing or impromptu digressions during the previewing as such procedures do not stimulate inner activity in the students but rather encourage passivity which defeats the pedagogical purpose. During the previewing, alert minds must be ready to question or to be questioned, having a sense of cooperating with the teacher as the lesson unfolds. During this important phase it is a challenge to any educator to be able to denude the ideas of extraneous verbiage so that the home assignment for the period of viewing can be presented to the youngsters like a skeleton which must take on flesh and blood and life in their hands in their private study. Success in arousing interest, in whetting curiosity, in inculcating a driving desire for mastery requires all the courage and ingenuity any teacher can muster.

Underscored on the next page of her notes was the great taboo of training school: Plunging pupils unpre-





## Choosing a CATHOLIC COLLEGE Series

# VILLA MADONNA COLLEGE

## Covington, Kentucky

Villa Madonna College offers a four-year degree program in the liberal arts and sciences, leading to a Bachelor of Arts degree. The only Catholic coeducational college in the Greater Cincinnati area, it was established by the diocese of Covington, Kentucky, in 1921 as a teacher-training institution for women. In 1945 the doors were opened to returning servicemen and the enrollment doubled itself. A commerce division was created in 1952, followed two years later by the establishment of the evening division.

### LOCATION

The College is centrally located in downtown Covington, two blocks east of the Cathedral Basilica of the Assumption, and is easily accessible by public transportation. Green Line busses number 6 and 7, which depart from the Cincinnati Dixie Terminal, pass within a block of the campus. The administration building is at 116 East Twelfth Street. Lecture halls, departmental headquarters, science and art laboratories, and some administrative offices are located within the immediate area surrounding the main building.

### ACCREDITATION AND RECOGNITION

The College is chartered by the State of Kentucky to grant Bachelor of Arts and Bachelor of Science degrees. It is affiliated with: the Catholic University of America; the University of Detroit in the 3-3 Liberal Arts-Engineering Program; the Universities of Notre Dame and Dayton in the 3-2 Liberal Arts-Engineering Program; the Clinical and Pathological Laboratory of St. Elizabeth Hospital, Covington, in the Medical Technology Program. Approved by the Kentucky State Department of Education to offer teacher training courses on the secondary and elementary level. It is a member of the National

Catholic Educational Association, the Kentucky Association of Colleges and Secondary Schools, the Association of Church-Related Colleges of Kentucky, and the Kentucky Independent College Foundation.

### COLLEGE OBJECTIVES

The immediate end of Villa Madonna College is primarily the intellectual and cultural development of its students through their intensive application to the liberal arts and sciences. Cognizant of the individual's need for economic self-support, the College provides undergraduate training in academic professions to a degree in balance with the objectives of a liberal education. The aim of the College is to produce young men and women with informed, cultured, and disciplined minds, not narrowly educated specialists.

Villa Madonna recognizes the absolute supremacy of supernatural values and objectives in themselves and in the lives of its students. The College demands moral probity as a condition for admission and continuance in school, and through the atmosphere of the College and its program of guidance and religious activities fosters the development of the mature, supernaturally-motivated Christian person.

The College likewise assumes responsibility for contributing to the social development of its students. Learning to understand and appreciate others and to work cooperatively toward common goals is essential to the formation of a happy and socially useful adult. Contributive to this end is the sum total of college experiences, in and out of the classroom.

### FACULTY

Clergy of the Covington diocese; Sisters of St. Benedict, Notre Dame, Divine Providence, and Charity of Nazareth, Kentucky; lay men and women.

The CATHOLIC EDUCATOR



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## LIBRARY

Villa Madonna's library numbers 27,000 volumes exclusive of pamphlets and current periodicals. It is divided into departmental libraries according to the main academic divisions of the college. A film library provides educational films correlated with the subject matter taught in the physical and social sciences on various levels of instruction.

## CURRICULUM

Under the College's concentration program, bachelor of arts degrees may be obtained in the following fields: accounting, art, biology, business administration, chemistry, economics, education, English, history and political science, classical and foreign languages, mathematics, philosophy, physics, sociology.

A double-degree liberal arts-engineering program is offered through the cooperation of the Universities of Dayton, Detroit, and Notre Dame. Medical technology is offered in conjunction with the Clinical and Pathological Laboratories of St. Elizabeth Hospital, Covington.

## CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

**Student Personal Services:** individual academic and spiritual advisors, placement bureau (graduate and undergraduate), lectures.

**Student Clubs and Organizations:** Student Council, English Club, Education Club, Society for the Advancement of Management, Science Club, French Club, Spanish Club, German Club, Chorus, Camera Club, Alpha Lambda Mu Sorority, Sigma Alpha Lambda Fraternity, Young Christian Students, Delta Psi Omega Dramatic Fraternity, National Federation of Catholic College Students.

**Student Publications:** *The Rebel Spokesman* (weekly news bulletin) and the *Triskele* (yearbook).

## ADMISSION REQUIREMENTS

Freshmen: (1) certification of graduation from an accredited high school with a transcript of units and recommendation by the principal (forms supplied); (2) applicant must be in upper half of class, or be required to pass a qualifying examination; (3) English admission test; (4) psychological examination; (5) certificate of health (form supplied). The required sixteen high school units should include: religion (2), English (3), one foreign language (2), mathematics (2), science (1), history (1).

Transfer students: (1) official transcript of college credits; (2) religion and philosophy courses acceptable from Catholic colleges only; (3) no grade below "C" transferrable.

## EXPENSES

Tuition (per semester hour) ..... \$12.50

Board—no campus dormitory facilities, however living accommodations near the College are arranged by the Admissions Counsellor.

## SCHOLARSHIPS, STUDENT AID

**Scholarships:** A limited number of four-year and two-year tuition scholarships are awarded annually on the basis of a competitive examination given in mid-Spring. Recipients must maintain a scholastic average of "B" or better.

**Grants-in-Aid:** Limited funds are available for students who are unable to finance their education completely by themselves. Eligibility is based on financial need rather than on scholastic achievement. A grant-in-aid need not be repaid.

**Government Loan Fund:** Students may apply for loans under the National Defense Student Loan Program. Nine-tenths of the fund is furnished by the government, one-tenth by the Alumni Student Loan Fund.

## ILLUSTRATIONS

*Opposite page, top:* administration building houses administrative offices, library, chapel, and lounges; Rebel fans follow basketball team for out-of-town game; an industrial recruiter interviews a VCM senior in commerce.

*Opposite page, bottom:* the "Sweetheart" of Sigma Alpha Lambda; barbershop quartet practices for Chorus's annual Spring Festival of Music; freshman girls are introduced to sorority at annual tea.

*This page, from top:* art professor and department head, Miss Celeste O'Shaughnessy, suggests "finishing touch" to figure drawing class; education majors receive laboratory experience in local parochial and public schools; rugged basketball season keeps hoopers on their toes; a pretty and peppy crew of Rebel cheerleaders; learning the workings of electronic equipment in the physics laboratory.



# EXPERIMENTAL PSYCHOLOGY

By  
I

## Introduction

The Definition of Psychology  
Experimental Psychology and Philosophical Psychology  
How are Experimental Psychology and Metaphysical Psychology Related  
The Object of Experimental Psychology  
The Field of Experimental Psychology  
Division of Experimental Psychology  
History of Experimental Psychology

## I. Psychological Methods

Subjective Methods  
Simple Introspection  
Intuition  
Experimental Introspection  
Objective Methods  
Analogy  
Behaviorism  
Psychophysics  
Comparative Methods

## II. Sensation

Vision  
Qualities of Visual Sensation  
Color Mixture  
Temporal Aspects of Visual Sensation  
Simultaneous Contrast  
Direct and Peripheral Vision  
Abnormalities of Vision  
Theories of Color Vision  
Hearing  
Noises and Tones  
The Properties of Tones  
Harmony and Dissonance  
Beating and Combination Tones  
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By Paul Siwek, S.J.

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## The Author

Every teacher of Experimental Psychology and philosophy knows Father Siwek and his work. Some have studied his work on Latin, others in French and Spanish (maybe some in this country have read him in Polish or Portuguese). Others still may have studied under him in the United States or Rome, or Rio de Janeiro. So that you may know this brilliant scholar, teacher, and priest —

**Degrees:** Ph.D. (Cracow); Docteur ès Lettres de l'État Français ("le grand doctorat"); Doctor Philosophiae, Doctor Theologiae (Gregorian); Professor Aggregatus (Gregorian).

**Teaching:** Faculty of Philosophy, University of Cracow, 1929-31; Professor of Philosophy and Psychology, Gregorian University, 1931-1940; Professor of Philosophy and Psychology, Catholic Uni-

versity, Rio de Janeiro, 1941-46; Professor of Philosophy, Fordham University, 1949-1958; currently lecturing throughout Europe from headquarters at the University of Paris.

**Listings** (American only): Directory of American Scholars; Who's Who; Who's Who and What; Whose Who in American Education; American Men of Science; the Book of Catholic Authors.

**Writings:** Apart from writings for professional journals, American and otherwise, Father Siwek has written numerous books in philosophy and psychology; two in Latin, seven in French; five in Polish; five in Portuguese; three in Spanish. Of the four works he has published in English, only *Experimental Psychology* was written by Fr. Siwek for use as a formal text in colleges and seminaries.

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pared into assignments. The professor taught this lesson by a story. A mythical student-teacher parachuted into an arboretum filled with exotic trees, each one carefully docketed with its own scientific nomenclature. At the end of an hour she was asked to synthesize what she had learned. On the back of a postage stamp she wrote, "It's all Greek to me."

Courageously the teacher made the application to herself. "The *Odyssey* is the exotic arboretum into which my pupils parachuted. The esoteric tags are the mythological terms—Poseidon, Zeus, Charybdis—and their eloquent reactions are translated into vivid percent equivalents on the test papers on my desk, each pupil says, 'It's all Greek to me!'"

### What Was Her Aim?

Then she stopped and pondered long and deeply. Just what was her aim in education? Imparting knowledge merely or the cultivation of correct intellectual and moral habits? Her aim was really a blending of both aspects with emphasis on the correct habit formation. As a corollary to her conclusion she was forced to resolve to begin to teach her pupils the occult art of studying. Every single lesson would entail on her part giving intellectual content and also an intellectual method. The pupils would have to know just what was to be studied, the exact number of pages, and also why they were to study. Objectives must be crystal clear, e.g., synthesis of the episode describing the encounter with the Cyclops and a familiarity with the mythological terms used in the assigned pages.

### Teach Them How

Then she realized she would have to teach them just how to go about the assigned task. Having a quiet place free from distractions was essential. Watching TV or chatting with friends on the phone while "studying" was sheer nonsense. If they agreed to learn to study, they would have to agree to have a quiet nook. The next step would be to set a definite time and also a time limit. The prevalent teen-age disease of day-dreaming and mind-wandering could be cured by deciding to do one thing and one thing only at a given time. The convergence of the attention on one point would gradually train the powers of concentration so that the mind could bring all its powers to bear on the task at hand, which is thoroughly understood from the previewing. What a victory adolescents would score in self-control if, with courage and constancy, they could do violence to the habit of half-work or half-study. "Do what you do" would be an appropriate motto which would take verve and stamina on the part of the individual to put it into execution. With God's grace and will-power a youngster could thus develop the inner strength of which heroes are made. Suddenly the teacher realized that in cultivating the art of studying she would be communicating to her pupils her own planned method of approach to an intellectual task, showing them how to grapple with it and

master it. A daily assignment throws down a challenge like an obstacle race and would furnish her with a golden opportunity to point out that grappling with intellectual difficulties is like fighting the good fight in life's daily battles, facing them with a fighting instinct one by one as they come. And as the Bishop gave each one of them a blow on the cheek at Confirmation to remind them that they are strengthened to be good soldiers of Christ, so intellectual hurdles should remind them also that they are developing that same fighting spirit and training themselves to react vigorously to all life's challenges like Christian soldiers. As Father John A. O'Brien has said, "It takes pluck, courage, valor to be a splendid student. It takes an individual with red corpuscles, stamina and virility to battle the dragons of ignorance, prejudice and superstition. It is the work of a brave soldier, a true hero."

### Familiar Terrain

Convinced that the art of study would be the most effective weapon with which to slay the dragon of Ignorance, the teacher stopped to collect her thoughts on the subject. She could see that with the prerequisites of a definite place for study, a definite time for study, a definite technique for study and a definite objective for study, any average student could embark on the adventure of viewing and successfully master the designated matter. She could also see the academic value of each student traversing familiar terrain which was ploughed up in collaboration with the teacher during the previewing. Now the student, exercising her own powers, drops her seeds into the prepared furrows, so that during the night the seeds will germinate while she sleeps, and next morning, in the sunshine of reflection, they will grow. On this subject the teacher recalled the words of a great teacher who never ceased to be a student, Father Daniel Lord: "What you read at night has a way of sticking with you through the course of your sleep; your subconscious is a great help to learning. When you enlist the subconscious, you have a new ally. All night long the new knowledge has churned in your subconscious. When you are fresh and mentally vigorous on awakening, read over your work once more. Thus ideas are assimilated and become part of you."

### Review, Psychologic Necessity

The teacher could now see how reviewing, or the period of repetition, was a logical and psychological necessity. It provides an opportunity to young people to give immediate and public proof of the results of their labors on the home assignment. It also links the preceding lesson with the following one and is an integrating factor which unifies the mental processes of the students and helps them to form a comprehensive synthesis so that the leaf may not be detached from the tree nor the tree from the forest.

Then the teacher contemplated diversified methods

of repetition. If the pupils could give their assimilated knowledge effective oral or written expression, the most exacting pedagogues would approve. Such procedures would help to cultivate the art of grammatical exactness and to exercise the powers of analysis and synthesis. Reviewing by means of a daily written test is a practice highly recommended by experts in pedagogy. If pupils are imbued with a noble spirit of rivalry, the publishing of the pupils' marks day by day can enkindle an interest resembling the competitive spirit in the field of sport. Such emulation arouses in young people the innate desire to outdistance, to excel. The teacher could see how this universal stimulus could urge on the agile "hares" in her class and keep them at a sustained, racing speed. She hoped it would be an incentive to the plodding "turtles" to score a little higher each day, steadily improving ever so little. Perhaps, even the mediocre students, motivated by pride and self-respect, would respond favorably to the stimulus.

### Would Try Triple Aspect

The teacher was really going to try the triple aspect of each lesson. She knew it would be a very slow process at first. Saint Thomas, the brightest of all bright students, urges those who aim at learning "to go to the sea by the streams and not all at once." She realized she would have to sow the seeds of learning with patience. For her own encouragement she recalled the words of wisdom of Saint Thomas, "Before the grapes comes the blossom, before the blossom the foliage, and before the foliage, the humble, hidden sheltered growth of the seed in the earth." Through the daily drudgery of cultivating the art of study, the pupils would learn to coordinate their knowledge. Gradually they would develop the ability to synchronize events in literature and history and allied fields, and also to appreciate the rich background against which political and social and literary dramas were enacted. Imperceptibly they would develop an ease in mastering progressively difficult assignments, and this sense of mastery would be conducive to independent research and concomitant reading which would form habits of intellectual self-reliance and self-development.

### Immediate Aim Points to Ultimate Aim

Though the theory seemed sound, the teacher was as apprehensive as if she were about to climb Mount Everest until she remembered that she can do all things in Him who strengthens her. With divine grace she knew she would be able to develop the art of study in the pupils so that they could learn to use their God-given talents according to the plan of God and thus achieve their eternal destiny for which they were created. The teacher's immediate aim in the English class points to the ultimate aim of all Christian Education which in the words of Pius XI "consists essentially in preparing man for what he must be and for what he must do here below, in order to attain the sublime

end for which he was created."

The teacher began to plan her campaign to slay the dragon of Ignorance. Feeling the need of a stimulus she copied in the very first page of her plan-book the strong words of Thomas Carlyle, "Hang your sensibilities! Stop your sniveling complaints and your equally sniveling raptures! Leave off your emotional tomfoolery, and get to work like men!"

And the long up-hill struggle was off to a good start!

## The NCEA in Atlantic City, 1959

(Continued from page 704)

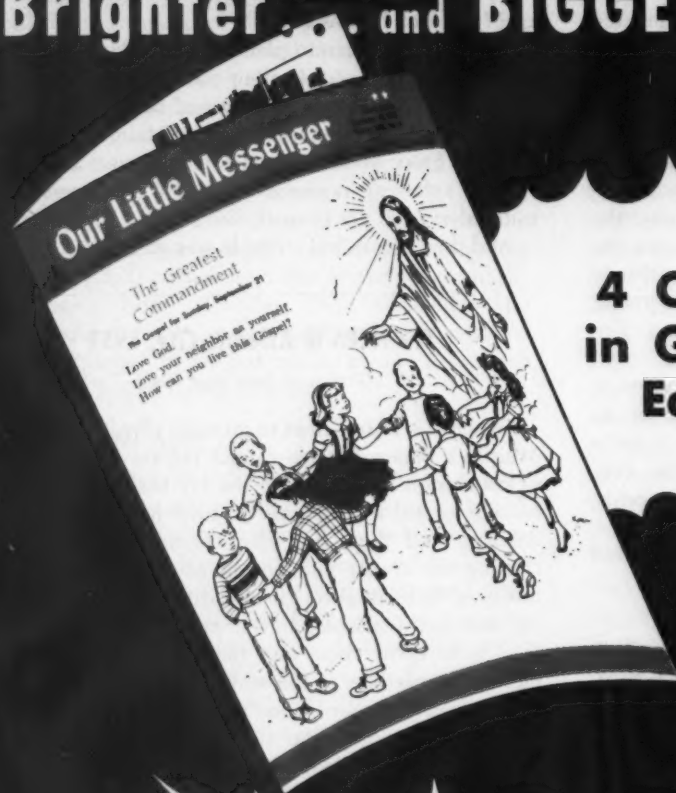
We have said sufficient to give the climate of Doctor Murphy's paper, but we cannot refrain from quoting in conclusion his tribute to the lay teacher: "The lay teacher is still a temporary adjunct in some Catholic colleges, and there are many Catholic colleges not reaping the loyalty and benefit which the lay faculty can give. Individual religious and lay faculty members are not indispensable, but if colleges will take the trouble to invite them into the whole administrative picture, as partners in the why and wherefors, as participants in your problems, as sources of advice you really use, you will be fully repaid. Traditionally, administrative problems have been discussed behind closed doors. The laity do not have the channels of communication which are available to the Religious, and oftentimes not used. I wonder if you know how it is to teach in a vacuum—contact with little more than the bursar on pay day; or how embarrassing it can be to learn news of your own college from the daily papers."

Many papers remain for consideration at another time. Columnist Donald McDonald tells us of a present need of one more Catholic magazine, a magazine that "would publish the best of the hundreds of speeches given by Catholic authorities at the scores of conventions, congresses, workshops, seminars and meetings held in this country every year." He gives as an example the convention of the NCEA at Atlantic City this year. Major addresses were given by such people as Bishop Wright of Pittsburgh; Bishop Shehan of Bridgeport; Monsignor John Tracy Ellis of The Catholic University of America; Mother Mary Philothea, F.C.S.P., of Seattle University, and others.

The complete or edited text of all NCEA papers and addresses is published annually, as previously noted, in the August *Proceedings* of the Association. Every member of the Association receives a copy of the *Proceedings*. Here is a medium that offers systematic meaningful contact between the few hundred American scholars who are working at the frontiers of knowledge and wisdom, and the half-million-or-so intellectually lively Catholics who are looking for precisely what these scholars have to offer. Certainly the annual *Proceedings* of the National Catholic Educational Association is a volume of great worth.



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# TEACHER TO TEACHER IN BRIEF

## A LITERATURE CONTEST

By Sister Mary Timothy, P.B.V.M.,  
St. Patrick School, Waukon, Iowa

SEVERAL YEARS AGO when I began teaching at St. Patrick School, Waukon, Iowa, I encountered an engaging group of youngsters and an equally attractive, though less animate, group of "storybook characters." The situation, normal in schools with classroom libraries, proved an exciting challenge to me. The professionals would probably state it thus: "How can I bring Johnny and the truth happily together in the field of literature?" As for me, I longed to lead my children, Pied-Piper fashion, into the fascinating land of beauty, inspiration, character, and worthwhile achievement to be found not any farther away than the shelves of our well-stocked classroom library.

After considerable thought, I outlined the following plan or project which has been a source of sustained enthusiasm among the youngsters who have taken part in it.

### Book Inventory

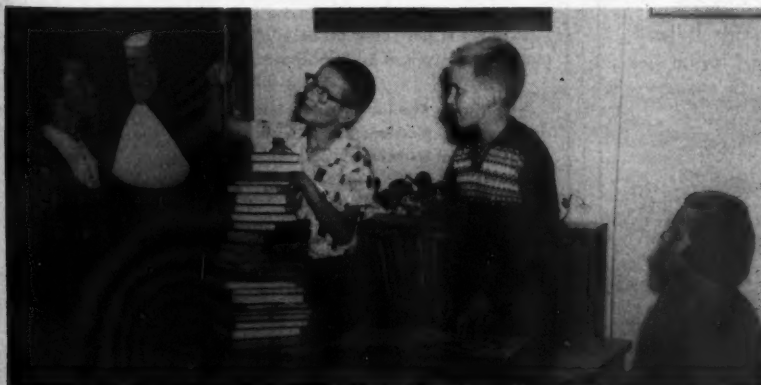
Early in the fall, or whenever the project is begun, I take inventory of the books in our classroom library. Each book is placed accord-

ing to subject matter in a certain category, i.e., Biography, Classics, Adventure, Animal Stories, Books of Catholic Worth and Merit, Humorous, Stories of Real Beauty and Merit, and Miscellaneous. Among the Classics would be such books as *The Secret Garden*, *Little Men*, *Little Women*, and *The Prince and the Pauper*. Newberry Award books, such as *And Now Miguel* and *The Wheel on the School*, found a place among Stories of Real Beauty and Merit. Biographies of the saints appeared among the Books of Catholic Worth and Merit and books of general interest, such as a guide for babysitters and books on etiquette were included in the Miscellaneous section.

### Point Value Established

To each book was assigned ten, fifteen, twenty, or twenty-five points according to my estimate of its value to the child. Books that were very appealing and likely to be read

*Wondering whether this year's achievement will "measure up" to last year's is Daniel Connor, displaying some of his "book friends" to his classmates: Janet Davis, Michael Peyton, Susan Anderson, and his teacher, Sister Mary Timothy.*



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were given a relatively low number of points while those which were not so apt to be read, such as the Classics, were given a high point value.

### Children Get Copy of List

Each child was given a duplicated copy of the list of selections in the library, including the number of points assigned to each book and a space in which to check the books read. This list was invaluable for several reasons. First of all, since the time for a formal library period is of necessity short and much of it could be wasted by a few pupils perusing many books, this list serves as a basis of book choice for the child even before it is his turn to go to the library shelves to make his selection. He knows in which category his interests lie and he can choose a title or several alternates while he is at his own desk. Then when he reaches the shelves, it is only a matter of seconds before he makes his selection. This organized list also serves as a guide to the teacher when ordering new books. She will notice in which category her library is most deficient and build up her resources accordingly.

Since the spirit of competition is so highly developed in upper-grade children, I made use of that fact and offered a small prize to the child who would amass the most points during the year. A certificate of merit was also promised to any child who attained more than five hundred points.

### Object of the Project

When the points were tallied at the end of the year, the results were indeed astounding. The prize offered had been entirely forgotten by slow and mediocre readers who found that the wealth of knowledge and pleasure amassed from reading was its own reward. They, of course, were entirely unaware that this was the object of the project! The better readers, too, were spurred on to read better books and develop a taste for literature consonant with their superior interests and abilities. Characters and situations found in fiction and biography constantly found their way into our discussions in religion, history, and geography, thereby broadening interest and background.

### Children Express Satisfaction

The satisfaction that I felt at the success of this project was expressed also by two of my pupils, both slow readers. One of them remarked, "I don't especially care to read, but when you came along with the Literature Contest, I read many books because I wanted to see how high a score I could get. As you know,

I didn't win, but I'm sure proud of my five hundred points." Another said, "Sister, you know I'm one of those 'kids' who doesn't like to read, but I thought the contest was a very good idea because it got me interested in the encyclopedias. I really enjoyed them and learned much from them, too."

When school opened last fall, I had scarcely time to settle the pu-



## BARBECUE FUN

Many classes are ending the school year with cook-outs. And here are a few ways to give everybody an extra good time.

Everyone can't be cook but no one seems to get very far from where the food interest is. So, center some games in the area where all the grand food smells are and let anyone help himself to potato chips and soft drink whenever he wants to.

Take along simple games such as soft ball, ring toss, quoits. And above all have someone bring a phonograph and teen-hit records.

Refreshment committee attends to procuring and preparing food. See, right, for new hamburger recipe, wonderful-tasting, easy, filling—and economical.



### New Hamburger Recipe

Per person:  $\frac{1}{4}$  cup of hamburger—1 Tbs. barbecue sauce—2 bread slices, buttered—1 Tbs. dry onion soup mix. 1 lb. meat, 1 pkg. soup, serves six.

1—In a mixing bowl, lightly blend meat with the barbecue sauce. 2—In cold heavy skillet, put a bread slice, butter side down. Top with meat mixture and sprinkle with dry onion soup. 3—Set over glowing coals. When bread is browned, turn meat side down. When meat is cooked, turn over and top with second bread slice, butter up. Turn over till bread is browned. Eat while good and hot.



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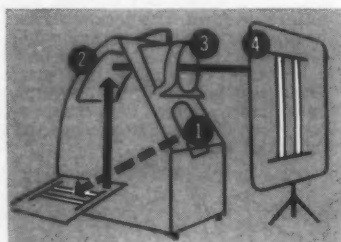
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pils in their new places when I was greeted with the query, "Sister, we are going to have another literature contest this year, aren't we?" With adults as with children, nothing succeeds like success. Yes, we are going to have another literature contest next year, too!

## A STUDENT PREPARES FOR EXAMINATIONS

*By Sister Mary Loretta, Ad. P.P.S.,  
Our Lady's House of Study, 3819  
West Pine Boulevard, St. Louis 8,  
Missouri*

"GIVE AN ACCOUNT of thy stewardship" may be a biblical quotation from a parable relative to the final accounting incumbent upon all mankind at the end of the world, but there are various other analogies one can apply it to in closer propinquity. This proximate reckoning in educational circles is referred to as a student's examination.

Just what takes place when a student begins to review for exams? In such an accounting, the memory and its associate disciplinary functions are called upon to play significant roles. The student tries to recall the subject matter and recognize it as that which was taught in previous classes. With this old Aristotle would nod his head in agreement and say, "Yes, memory is the retention of past experiences and a recognition of them as past experiences."

A modern student would slightly alter this and add that it includes not only the retention, but also the reproduction of material learned. And a student preparing for exams would be vitally concerned with the second part of the definition.

### Whole Orientation

At the outset it is known that study skill concerns the whole orientation of the student to his task. The motives, the attitude, the intention to learn with which the learner perceives his task will condition the success of the endeavor. For a mature student preparing for examinations, this point needs no further emphasis, no further explanation. He is duly conditioned by the magnetism of the future position for which his education

will prepare him, or perhaps he is simply jolted into the full swing of the review by the memory of the effort, time, and currency that are already hanging in the balance.

### Distributed Practice

After the stage is all set for study, psychologically and emotionally, it would be well for the student to begin his review with a consideration of the term "distributed practice." If learning is to be for long-time retention, there is no satisfactory substitute for consistent, day by day work. Study periods spaced over a considerable length of time are more saving of effort than trying to learn all the material in a few sittings.

Though it is true that distributed practice applies chiefly to learning of the practice type, it holds in a general way with rational learning as well. The student knows in theory, as well as by experience, that there is a limit to the amount of time that can be profitably spent in concentrated work even in rational subjects.

Being fully resolved to space study periods according to distributed practice, the student proceeds to plan the method of review. Since remembering is an organizing process, it depends on the self-involvement of the learner. The study must be one of active, purposive reading. It must be a consideration of "wholes" so that the natural unity of the courses can be seen. The details are important only insofar as they give added light to the underlying core of knowledge. If the mass of central ideas is clear, integrated, and solidified in the mind of the learner, the details can be injected with little difficulty because of a definite relationship or conditioning element to the recognized whole.

### Interperse Different Types

Students sometimes learn by sad experience that the end result of unorganized review is something akin to an intellectual stew. Names, places, formulas, dates, theories, and trends all crush together in close proximity in the melting pot of the mind. Confusion and interference of ideas result. This adverse influence is called retroactive inhibition. To prevent inhibition in

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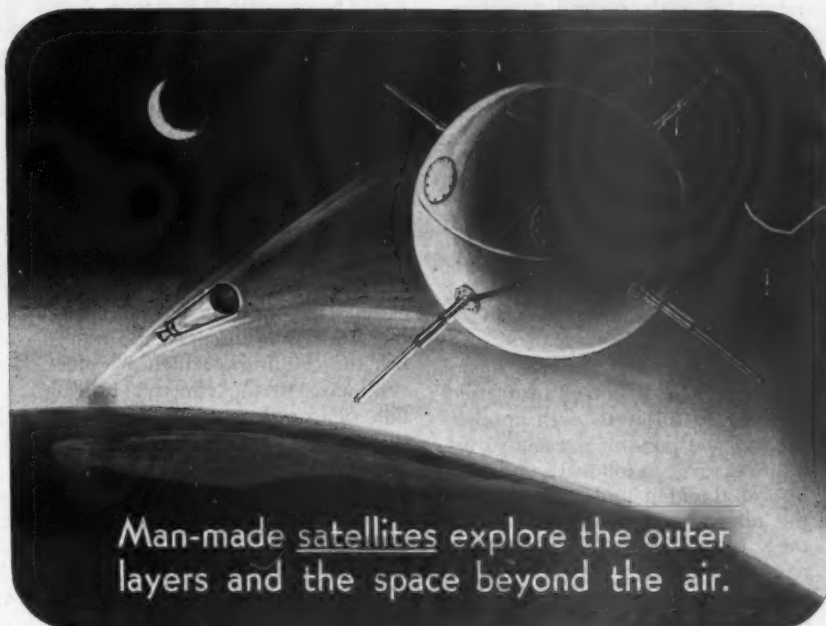


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his own regard, the student organizes his review so that the courses alike in content will be interpolated with dissimilar courses. A comparative study of related areas is good after both areas are thoroughly learned. In the practical sense, however, it is well to intersperse one type of course with one of opposite nature. In other words, a schedule for review would be set up as follows: religion, mathematics, literature, chemistry, history, etc. Those courses requiring formulas and numbers would be inserted between those consisting chiefly of a reading type.

Rather than consider the negative approach of not allowing one learning to interfere with another such as was done in retroactive inhibition, one can follow the positive line of thinking and capitalize on the idea of perseveration. This is the students best license for a short nap, a game of tennis, or a walk to the nearest soda fountain after a period of concentration and intensive study. Perseveration means that learning continues in an unconscious way after deliberate study has been stopped. The more

the new activity is unrelated to the subject studied, the greater will be the perseveration—and what could be more unrelated than a pillow, a racket, or a soda? (Perhaps it is only the absence of the original period of concentration, then, that keeps our American youth from being an aggregate of geniuses.)

#### Transfer Not Automatic

The student reviewing for examinations knows that transfer of learning does not occur automatically. His fundamental problem, therefore, is to discover and establish the conditions which are most conducive to the effective utilization of experience. The important question is, "What method of learning will be most productive of transfer?"

First of all, the more meaningful the learning, the more likely it is to transfer. Rote learning, routine and blind rule-of-thumb procedures, and empty verbalism are almost certain to give disappointing results. Where these characteristics dominate, not much learning has occurred in the first place; there-

fore, there is actually little to transfer. Transfer depends on understanding.

Secondly, what always remains merely specific is not available for transfer, because its significance is restricted to the details in which it first was learned and practiced. The student soon learns that as the essential relationships in experience are discovered and generalized for wide application, the more learning becomes meaningful. The longer a student ponders over his notes and texts, the more he becomes aware that transfer depends upon a deliberate attempt to interpret new situations in the light of past experiences, and to apply appropriately the meanings or methods previously learned.

Having applied the principles governing learning to the review in preparation for examinations, a student proceeds calmly with his task. After his last period of concentrated study he relaxes and lets perseveration take over. He merely lays his head on his book, pulls a paragraph over his head, and snoozes away in hopeful expectation.



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# BOOK REVIEWS

**What Is a Saint?** By Jacques Douillet (Vol. 46 Twentieth Century Encyclopedia of Catholicism, Section IV, The Means of Redemption) (Hawthorn Books, Inc., New York; pages 124; price \$2.95).

*What Is a Saint?*, the title, sounds like a question put to a grade school student. But, with the depth of a scholar, Jacques Douillet analyzes the various meanings applied to that word through the past twenty centuries. Then, through several short but authentic biographies, he gives practical examples of true saints and highlights the various virtues they manifested.

The practice of veneration of the saints which we today take so much for granted is historically traced down the centuries from its inception to the fully established practice of our times.

To those interested in things spiritual the chapter on canonization will be especially interesting since it answers questions that frequently come to mind about this ecclesiastical process.

Due either to its historical contents, or a too literal translation, the book is dry in spots. Still it should provide stimulation for those who really want to know the answer to "What Is a Saint?"

REV. JOHN J. FISHER, C.M.

Assistant Professor of Theology, St. John's University, Jamaica 32, N. Y.

**The Great Cross.** By Thomas Holland (Sheed & Ward, New York; pages 212; price \$3.25).

The Great Cross had been pilaged from a church in a city along the Spanish Main by the Snakeman, "Sarpint," and his evil band of marauders. According to an old promise, a boy and a girl would eventually breach the Snakeman's domain, destroy his power, and restore the Cross to its rightful place. It devolved upon the English lad Raymond Trevitho and his young

cousin Dolores, with the help of their determined and dauntless grandmother, Abuela, to set right the terrible sacrilege that had been committed by their great-uncle, the Snakeman. Around this plot, Father Holland has written a fast-moving, action-packed tale of the sea, full of suspense, mystery, and adventure. In spite of the current fashion of hot-rod and space-age fiction among the younger generation, this story of adventure should appeal to modern youngsters who still seem to retain a love of the romantic past, if the continuing popularity among them of the Western in fiction, movies, and television is any indication of their taste.

Father Holland writes with what could be termed a choppy-sea kind of style. He uses a preponderance of short sentences whose staccato effect tends to keep the story moving at a speedy pace. Throughout *The Great Cross* there is a sea-breeze freshness and a lightness of touch in the writing. Both the theme—Evil, signified by the biblical symbol of the Snake, being eventually crushed by the power of the Cross—and the atmosphere in the book are profoundly Catholic, and both theme and atmosphere blend with the adventure story unobtrusively but effectively.

But the author's style which carries the action so successfully fails to some extent in the descriptive passages. Especially, there is a thinness, a lack of three-dimensional quality, in the characterizations. In *Author and Journalist*, December 1958, Mildred Houghton Comfort, author of juvenile books, in an article entitled "The Rich World of Juvenile Fiction," writes: "What is the secret of good writing in the world wide field of juvenile literature...that priceless ingredient which can be used to season all types? I think the answer is characterization. Not even in fantasy do characters have to be flat. Surely not in the inspiration tale, not even in the moralistic tale!" While read-



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ing *The Great Cross*, the reader has trouble visualizing the characters. For instance, when Raymond first meets his grandmother and cousin, the extent of the description of the two is as follows: "The old lady came to her feet. There appeared a little girl by her side. . . . The old lady with the white hands and white hair was waiting. She sat very straight in her chair." Sketchy and indefinite descriptions such as these leave the characters with a vague, bodiless quality about them, and when the novel is over, they seem to quickly fade from the reader's memory.

On this point, one is tempted to compare *The Great Cross* with another sea story, *Treasure Island*. What reader who has once read *Treasure Island* will ever forget the characters of The Captain, Black Dog, Long John Silver, Blind Man Pew? On the first page of his book, Stevenson describes The Captain as "...a tall, strong, heavy, nut-brown man; his tarry pigtail falling over the shoulders of his soiled blue coat; his hands ragged and scarred with black, broken nails; and the saber cut across one cheek, a dirty,

livid white." Such vivid, concrete adjectives as used in the above description make a character come alive to the reader and give the character almost the weight and substantiality of a living person. It is the absence of such detailed character descriptions that keeps *The Great Cross* from reaching the quality of a superior literary work in the juvenile field.

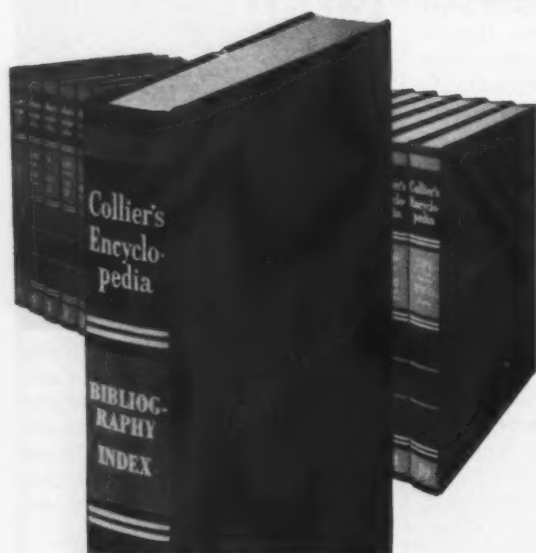
But in spite of the above criticism, Father Holland's book remains an excellent sea story, combining exciting adventure with true Catholic feeling. *The Great Cross* is recommended to both boys and girls of junior high school age.

FRANK FESSLER, M.A.

**Mere Marie of the Ursulines.** By Agnes Repplier (A republication) (New York: Sheed and Ward).

This is a literary gem that sparkles with sprightly humor as, against the dramatic background of exploration, colonization, and Indian warfare, it unfolds the story of a strong, calm, valiantly religious

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woman, Mere Marie of the Ursulines. Throughout the book, momentous historical events take place; great names like Cartier, Champlain, Frontenac, Jogues sweep across the pages. Yet, withal, the deep spiritual purpose that brought Mother Marie of the Ursulines as a missionary to New France is never lost to view.

Although the book is not a recent publication, the story it tells is ageless. It is indeed both a perennial literary delight and a spiritual tonic which our present era of wavering convictions can well use as a valuable stimulus to fearless, self-sacrificing action.

MOTHER M. BENEDICT, RSHM,  
Ph.D.

Chairman, Education Department, Marymount College, Tarrytown, New York

**More Stories from the Old Testament.** By Piet Worm (Sheed & Ward, N. Y.; 1957; pages 200; price \$3).

The teacher who longs for a supplementary reading book which will acquaint her pupils with Bible history and will hold their interest from cover to cover has, in *More Stories from the Old Testament*, the answer to a pedagogical prayer. This book, with its dazzling illustrations of gold and vivid color, is sure to delight all children, but should be especially appealing to youngsters who have just begun to master the reading of materials on their own, i.e., those from seven to nine years of age.

The text of *More Stories from the Old Testament* not only is written with clarity and simplicity, but also is printed in a type of script which gives the appearance of fine hand writing. Without including confusing details, Piet Worm relates the familiar tales of Moses, Joshua, Samson, the Philistines, David, Elias, the Babylonian Captivity, and the Prophets in a straightforward, charming style.

While he rewrites Sacred Scripture for children in a child-like manner, the author shows his deep respect for the subject matter of his book when he says, "From the beginning, I understood the necessity to use gold [in the pictures], because the language is like gold." Truly, Mr. Worm's writings also

capture the tint of the gold of biblical passages in them.

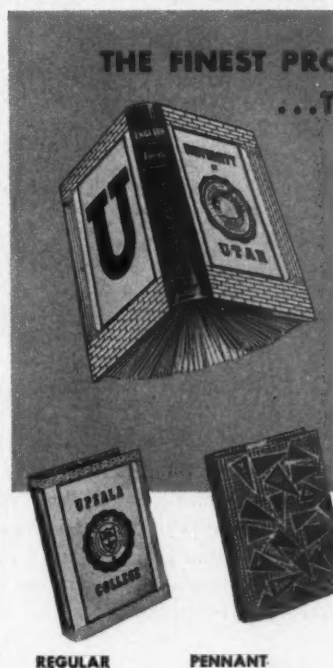
The teacher who peruses this book with the expectation of acquiring it for her classroom library should indeed look forward to a pleasant experience.

PATRICIA A. LODATO  
Scarsdale Junior High School, N. Y.

**The Essence of the Bible.** By Paul Claudel (Philosophical Library, Inc., New York; pages 120; price \$3).

This is the last work of the French poet and writer, who died in 1955. The original title was *J'aime la Bible* (I love the Bible), a title that is more expressive of the contents of this book than the English title. Paul Claudel loved God's written word, the Bible; once he had returned to the Church and to God, he became an ardent reader of Sacred Scripture. It is fitting then that this last work should be a witness to his love for the pages of the Bible.

There are seven chapters, the



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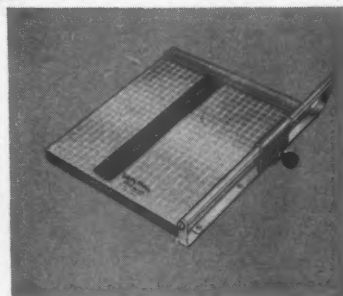
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Other features scheduled for the May-June issue of CBM.

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- Regional High School Meets Needs
- Utilize Plant Records for Economy—by Wm. J. Van Meter
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first of which "My First Love, the Bible" is the key to the book. It is also the best part of the work; the poetic heart of Claudel explains why he loved the Bible and what it meant to him. The second chapter is entitled "The Old Testament Must Be Given Back to the Christian People." Claudel's love of the Bible is the only excuse that might be offered for what he writes in this brief chapter. He does not attempt to understand the modern methods of studying Sacred Scripture; instead he is opposed to it and his thought is that these methods are keeping the people from understanding the Old Testament.

The next two chapters are somewhat better than the second, but they are not in any way to be regarded as an explanation of the *essence of the Bible*, although their titles might lead to this idea: "The Holy Scriptures" and "The Prophetic Spirit," but it is more on Claudel's spirit than on the spirit of the prophets. The next chapter is an address that Claudel gave to the students of Versailles Seminary in 1954; its inclusion may be understood only in the light of the usage of Sacred Scripture by Claudel as he talked. The last chapter is called "Evil before Original Sin."

Scriptural professors and scholars should not be misled by the English title; Claudel is explaining the "essence" of the Bible only as he saw it and as his love and poetic heart indicated. Fans of Claudel need not expect to find him at his best. Claudel loved the Bible; he tried to tell his readers that he did in this small volume, and he tried to tell them what the Bible was to him. His success will depend on the knowledge and affection of Claudel by the readers themselves. Those who knew and loved him will enjoy the book; those who did not know him will wonder at it, but will not appreciate it.

REV. G. H. GUYOT, C.M.

**James Gillis, Paulist.** By James F. Finley, C.S.P. (Hanover House, Garden City, N. Y., pages vii, 270; price \$3.95).

Painting a word picture of a multi-talented complex personality is at best a difficult task. When the subject was a dynamo of activity  
(Continued on page 741)



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# AUDIO VISUAL EDUCATION

## New Audio-Visual Materials for Oral Language Development

By Sister Regina Rosarie, O.P., Community Supervisor of Schools, St. Agnes Convent, Sparkill, N. Y.

Kindergarten and primary grade teachers have a treat in store for them. Having selected only a section of the new audio-visual materials intended for oral language development, this archdiocesan supervisor describes in detail an interesting feature designed to sharpen pupils' "listening" powers—"Stories without Words." After observing classes in action, she concludes that the A-V materials are of a superior quality and that the ingenious teacher will find many avenues of exploration open to her with their use, especially in the areas of listening and oral expression.

Sister Regina Rosarie is professor of education and director of student teaching at St. Thomas Aquinas College, Sparkill, and community supervisor of schools—Archdiocese of New York. She obtained her M.A. (Business Education) and her Ed.D. (Teacher Education) degrees from Columbia University. Sister has been a teacher in elementary schools and high schools (business education). She is a member of the general council and secretary general of the Dominican Sisters of Sparkill.

MOST TEACHERS RECOGNIZE that audio-visual materials can be used very effectively to synthesize the major points of a lesson, or to supplement and enhance what has already been taught. Too few teachers, however, appreciate the value of the audio-visual medium used as an integral part of the lesson. The passive viewing of a filmstrip or listening to a recording is usually meaningless. However, when the audio-visual material is designed to encourage pupil participation, and when it is accompanied by a Manual which is really helpful to the classroom teacher in bringing about pupil involvement, then it would seem to merit consideration.

We believe that many teachers will want to examine just such a set of audio-visual materials which was produced recently by Stratco Audiovisuals, Inc., for kindergarten and first grade. The entire set consists of several colored urethane plastic shapes, some of which are geometric designs. These shapes may be used independently for storytelling or the teaching of arithmetic concepts; or they may be used effectively in conjunction with the series of laminated flat story pictures and the recording. A long-playing record of exceptional vocal, instrumental, and narrative quality completes the set. One side of the record contains Teaching Games about color, safety, left-right directions, dressing for weather and the days of the school week. The accompanying teacher's manual offers good sugges-

tions for the most effective use of the songs and games in a teaching situation.

### Development of "Listening"

The reverse side of the 33 $\frac{1}{3}$  rpm recording offers very interesting possibilities for the development of "listening" in the language arts program. Teachers are growing increasingly aware of the importance of "listening" in the well-rounded language development of the child. The selections which are offered might be used very effectively in almost any grade of the elementary school, although they were designed for the early grades. The first selection is a Story Without an End. The narrator sets the idea of the story in an imagined picture book. He gives the listener time to establish a "listening" frame of mind, and by frequent references to the imagination he helps the individual child to think creatively. The child will delight in adding his own ending to the story. Repeated hearings of the story will provide added opportunity for the child to explore his imagination.

### Naming a Story

Next is a Story Without a Name. It is more difficult to find a good name for a story than to add an ending. Consequently this story is placed second in order of difficulty. It too is narrated in such a manner as to encourage creative thinking on the part of the listener. Both stories relate the playful activities of a family of bears, and they provide ample background for additional adventures in the real or in the imaginative world. What first grade child does not thoroughly enjoy such adventures?

### Story Entirely without Words

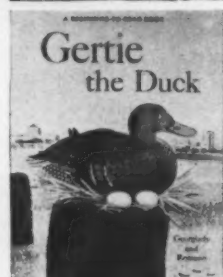
The remaining stories are "told" entirely without words. The sound of falling rain, the closing of a door, the barking of a dog, footsteps in the gravel, and other sounds provide the sequence of the stories in this section, called Imagery in Sound. On several different occasions I observed a group of first graders in one of our schools as they listened intently to the development



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of the "stories without words." As the introductory music faded in the first of these stories, the children listened and their sharp ears caught the sound of a lawn mower. Little minds soon pictured the story character, whom they later called Tom, rhythmically pushing and pulling the mower across the lawn. Suddenly in the distance was heard the clap of thunder. Soon followed the sound of hurrying footsteps going from the grass to the steps of the house, and then came the pitter-patter of rain falling on the roof and on the windows. The closing of the windows created still another sound and the children looked relieved to know that Tom was safely inside, away from the storm. Gradually the rain subsided, the windows were re-opened and to the children's delight, the birds began to sing. The story afforded the teacher many excellent opportunities for provocative questions designed to sharpen the children's powers of listening and thinking, as they reviewed the sequence of events and considered the possibilities if Tom had been caught in the rain very far from the house, etc., etc. One little youngster asked Sister to please play more of the record so as to find out if Tom ever finished the lawn!

**Eager for More**

Having thoroughly enjoyed the bringing of the thunderstorm to a happy ending at least three times, the children were eager to hear another "story without words." The next story takes "Tom" outdoors and, accompanied by his dog, who barks occasionally to let us know that he is still with Tom, we hurry down the street toward a noisy crowd. Soon we hear the sound of an approaching band. It is carnival time, and we follow Tom from carousel to shooting gallery and all around the busy grounds amid the happy crowd. The first graders whom I observed were quick to detect the carousel music and other aspects of the carnival. They listened intently for the gentle bark of the dog and wondered if he were still with Tom. Happily, he never got lost.

In the final story, we find Tom out in the country. We know where he is by the sound of crickets and other insects of the woods. We approach close to the water, so close that we can hear it lapping upon the shore. Tom must be very happy about this outing, as he is whistling a tune. Again he is accompanied by the dog, whom by now the children have named "Spot." The familiar bark is heard from time to time. Finally we hear the chugging of a motor boat and as the sound fades gradually in the distance we wish Tom a very pleasant ride. The children I observed were slow to recognize the sound of the motor boat, since it was not a familiar one to most of them. This gave the teacher an opportunity to help the children with this and other "new" sounds.

The "story without words" which presents sounds in orderly sequence is a very effective way of helping children to hear correctly, and to place events in logical

(Continued on page 741)



choose your films

## EVALUATES Audio-Visual Materials

### The Sacraments

This is a sound filmstrip series presented by the Confraternity of Christian Doctrine, Archdiocese of Los Angeles. At the present time four units are available: (1) The Holy Sacrifice of the Mass; (2) Confirmation; (3) The Holy Eucharist; (4) Penance. Filmstrip lengths vary from 60 to 70 frames, the narration on the four accompanying 12" records (33 $\frac{1}{3}$  rpm) running approximately 27 minutes in each case.

Stated objectives of this series are twofold: (1) to present a complete lesson plan on each of the sacraments, with the orientation bringing in the examples from natural experience, then leading up to the actual presentation of the subject, which is done through bible stories, explanations and examples; (2) to insist on the practical applications of the lesson in everyday life, so that the child will not only gain an understanding of the Sacrament but will also appreciate it as a means of growing in grace and in likeness to Christ in his everyday life.

The series is intended to be used in the parish school, released-time classes, convert groups and study clubs. Cost of each unit is \$10. For further information write: Confraternity of Christian Doctrine, 1530 West 9th St., Los Angeles 15, Calif.

#### 1. The Sacrifice of the Mass

**Description.** This filmstrip in 80 frames of Ansco color with narrative by Charles Schulte and Ted Townsend opens with the traditional history of sacrifice. Starting with Cain and Abel, it touches Abraham's act of adoration, Samuel's sacrificial prayer, and Elias' proof of the true God, to end with Melchisedech and his sacrifice of bread and wine. Somewhat abruptly the scene at the Last Supper is intro-

duced and the statement is made that Calvary forms the only perfect sacrifice.

After the ordination of the first priests is depicted there is a view of the Mass in the Roman catacombs. Preparation for the Mass of today is made by a study of the altar, chalice, and vestments.

The Mass is shown in its actions in excellent shots. Without mention of the phrase, "Mass of the Catechumens," the first part of the holy Sacrifice is shown to consist in our prayer to God and God speaking to us. Special stress is laid on the meaning of the gospel. The offertory is explained as our gift to God. The gesture of the priest's hands extended over the oblations is compared to the Jewish priest's action over the scapegoat. From consecration to the prayers after Mass the action shots follow in rapid succession.

**Analysis.** The filmstrip contains much excellent material to help explain the Mass according to the traditional pattern. It is especially valuable in giving children a close look at the sacred vestments and vessels used in Holy Mass. However, little doctrine is contained in this filmstrip and its narrative concerning the essential relation between the Sacrifice of Calvary and the Sacrifice of the Mass. That the members of Christ's Mystical Body should actively participate in the act of public worship of God is hardly stressed by the few remarks about the attitude and reverent posture of the faithful.

It is a minor inaccuracy to imply that the Epistle is always from the letters of St. Paul; nor did this apostle write any letters from a dungeon-like prison. A high school student who had read the Acts remarked that Saint Paul was not in

### CAVE Evaluating Committees

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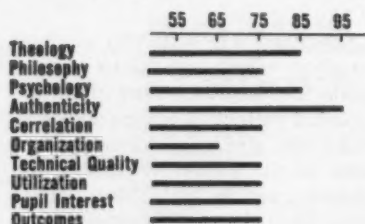
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a prison but in a house in Rome. The bell sound used to synchronize the narrative with the filmstrip is annoyingly loud. At first the voices of the narrators sound too emphatic, almost like actors overplaying their roles. Children especially expect the warmth of plain and true sincerity in a religious instructor.



**Appraisal.** This filmstrip, in accordance with the aims of the CCD, may have as its objective only to acquaint public grammar school children with some essential knowledge of the Sacrifice of the Mass. It is indeed a valuable aid to realize this objective. The committee felt, however, that if it is intended to reach beyond this limited objective it could not be classed as a good filmstrip, because of the inadequacy of its doctrinal treatment and the flaws in its technical production. The CAVE rating is C, or fair

CAVE'S CHICAGO EVALUATING COMMITTEE

## 2. Confirmation

**Description.** This filmstrip is quite lengthy extending approximately thirty-three minutes. Some frames are posed pictures; the others are drawings; the latter being far superior in quality and effectiveness. The color is generally

good, except for several costumes worn by the actors. These appear drab and unbecoming.

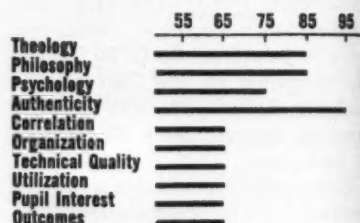
The opening frames describe the medieval ceremony of knighthood. An abrupt transition presents the viewers with scenes of the Last Supper, Peter's denial, the Ascension, and then the Cenacle and Pentecost. Not until then is Confirmation touched upon and the treatment of this Sacrament is both brief and inadequate. The effects, which follow, receive similar treatment. The Seven Gifts of the Holy Ghost are shown one by one, each being illustrated by a noted figure from the Old Testament. As a conclusion several frames demonstrate how these gifts may be applied to everyday life. These concluding pictures constitute the film's strongest feature.

**Analysis.** The film is too long and has been poorly edited. Several frames possess little relevance to the subject; these could easily have been omitted. Others are presented to the viewers over a prolonged period—one picture of poor quality was on the screen for forty-three seconds. Where actors appeared, their expressions and postures often seemed artificial and strained. These pictures were more a distraction than an asset. The persons selected were poorly cast relative to the figures they were to portray. Poor make-up may have been a contributing factor, but the result is to render them uninspiring.

Technically, the film is too broad in scope, covering too many periods of time. Correlation in these instances is barely adequate. While the scenes of knighthood are good, they are poorly related to the rest

of the film. These factors are responsible for the lack of expected smoothness and continuity, and diminish the effectiveness and impact of this filmstrip.

The script is too sanctimonious; the narrator, perhaps because of his material, tends to be unctuous. The other voices sounded quite amateurish, lacking vigor and inflection. In one or two places the voice did not harmonize with the figure on the screen. For example, a child of about eight was speaking in a definitely teen-age voice. The interest generated in the first frames, those dealing with knighthood, evaporated quite rapidly as the film moved along.



The scenes of the Last Supper up to Pentecost are lacking in appeal. Confirmation, itself, receives rather haphazard treatment. The research was good but incomplete, and nothing new is learned from the rather sketchy narration. The frames of the Old Testament are attractive but remote from common experience. Those that applied the Seven Gifts to daily living are effective and constitute the chief strength of the filmstrip.

**Appraisal.** It is the consensus of the committee that this sound filmstrip is more an illustrated lecture than a catechism lesson. It lacks the unity, completeness, and explanation

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tory material that should be an integral part of any lesson. Although its appeal is supposed to range from elementary classes to adult groups, the vocabulary and sentence structure are too mature for those below the junior high level. Younger people might well be confused by the scope of the film and made restless by its length. There is some doubt that they would learn anything new or be inspired to lead better lives because of it. Older groups might find it useful for review purposes. The CAVE rating is "D."

CAVE'S NEW YORK EVALUATING COMMITTEE

## New A-V Materials

(Continued from page 738)

order, in terms of their age level. As children mature they should be instructed in good listening, that they may eventually learn to discriminate the valuable from the worthless in what they hear, and evaluate critically what is presented to them in the form of discourse or the passive entertainment so prevalent in this age. The best method of instruction is that which will motivate the pupils to seek to learn and the ingenuity which provides this desired motivation is one of the marks of a master teacher. We believe that the materials described above are of a superior quality, and that the ingenious teacher will find many avenues of exploration open to her with their use, especially in the areas of listening and oral expression.

## Book Reviews

(Continued from page 731)

who lived in the recent past the word takes on an even greater degree of difficulty. There are many who will read this work; many who want to remember Father Gillis in death as they had known him in life. To these people he was Father Gillis the priest, Father Gillis the lecturer, Father Gillis the missionary, Father Gillis the confrere. To the millions who knew this Paulist through the medium of radio, *The Catholic World* or *Sursum Corda*, he was a voice that would not be silenced when he thought he was in the right.

Father Finley has presented a balanced and enjoyable portrait of

this forceful priest. This biography is marked by a charming Paulist esprit de corps that makes the narrative both warm and appealing.

This account is a tribute to Father Gillis. It is also a tribute to the Paulist Fathers. It is a tribute to their faith in all of their members, to their wisdom in placing James Gillis strategically in positions where he was most needed and after once having appointed him in permitting him to carry on his assignments.

Many biographies of recent celebrities are appealing since they recount many events through which the reader has lived.

Father Finley has had the mammoth challenge of condensing the recollections of a life which spanned eight decades into fewer than three hundred pages. His selection of materials and experiences makes James Gillis, Paulist, a most enjoyable interlude. The reader will offer a silent prayer that the spirit which was James Gillis will live on in the Catholic Press.

FRANCIS J. LODATO, Ph.D.

Chairman, Department of Education, College of Mount Saint Vincent

## News of School Supplies and Equipment

### New All-Steel Book Cart Designed as "Mobile Library"

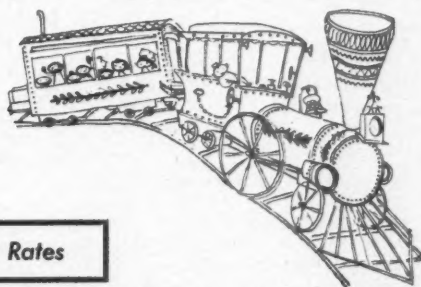
For within-the-library use or for transporting books from library to classrooms, here you have a new Grade-Aid book cart to serve as a "movable library."



This book cart is all-steel constructed and is finished in gray enamel. The maker states that heavy-duty casters are used to permit easy handling by teacher and pupils alike. The cart has two welded shelves and back panel; both sides extend above the top shelf to serve as "bookends."

(Continued on next page)

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**News of School Supplies**  
(Continued from preceding page)

For more information and a colorful catalog of other Grade-Aid classroom units, write Grade-Aid Corp., 46 Bridge St., Nashua, N. H. **SS&E 17**

**Flexible Lenscreen**

For the school that chooses to use rear projection of visual materials, there is now offered a budget-priced Flexible Lens screen. It is stated to be elastic but tough. It is light in weight. The cost, fabricated into screen, is \$2.50 per square foot. Frames are available, but most users fabricate their own from inexpensive pipe tubing.

The plastic material is seamless to 10 feet high, allowing for making screens from 3 by 4 feet upward in size. The screens are made to any size specification with reinforced borders equipped with grommets for lacing, or provided with snaps for very rapid mounting.

For information write Polacoat Inc., 9750 Conklin Road, Blue Ash, Ohio.

**SS&E 18**

**Olympic Standard Parallel Bars**

Through Nissen-Gymport, the Olympic Standard Parallel Bars are now available in the United States.

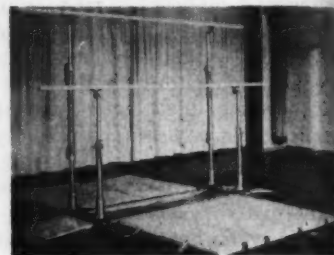
The distributor calls these a masterpiece in functional design. Construction is

of quality materials by skilled craftsmen. Bars of specially selected wood are fabricated with multiple laminations and steel core for the extra resiliency found in European-type equipment.

Metal uprights are stated to be extremely light but strong. Rapid height and width adjustment is by positive locking device. All FIG and AAU specifications are met.

The company also distributes other gym apparatus all conforming to international regulations. For complete informa-

tion write Nissen-Gymport, 215 A Ave., Cedar Rapids, Iowa. **SS&E 19**



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